



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. One copy **MUST** bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Jacksboro ISD** CDN or Vendor ID **119902** ESC # **9** Campus # DUNS # **184248458**

Address **750 W Belknap** City **Jacksboro** ZIP **76458** Phone **(940) 567-7203**

Primary Contact **Wade Wesley** Email **wesleydw@jacksboroisd.net**

Secondary Contact **Christy Thomas** Email **thomasgc@jacksboroisd.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Dwain Milam, Superintendent** Signature **Dwain Milam** Date **03/02/2018**

Grant Writer Name **Wade Wesley** Signature **Wade Wesley** Date **03/02/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-022

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Reading	The first priority need established by the District Improvement Team was in the area of Reading. Reading is a life skill critical to the success of all. The school principal's philosophy, especially at Elementary, of how students learn to read as well as how we motivate students to read is vital to the reading program.
Writing	The second priority need established by the DIT was in the area of Writing. Writing is also a life skill necessary for wholesome communication that is founded on one's vocabulary. The school principal's understanding of the process to teach vocabulary will help them to be an effective instructional leader.
Special Education / English as a Second Language (ESL)	The third priority need established by the DIT was in the area of Spec Ed/ESL. The school principal must be centered around the development of ALL students and subgroups. Spec ED/ESL/EcoDis all have attributes that must be identified, acknowledged, and instruction adjusted in order for ALL students to learn.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The goal of the Principal Preparation program is to develop a person in the school district that has performed at least one leadership activity to the expectations of the district with current staff members and has received their Principal Certification prior to an opening for the campus principal.

The district hired an Elementary principal two years ago. During that time, the administration received approximately 50 applications in which 15% of the applicants had ANY experience above that of a teacher (ie. Principal, Assistant, Curriculum specialist...). If 85% of the applicants were teachers, the district recognizes the opportunity to grow our own Principal out of the personnel that are known by the district for their outstanding teaching and contributions to the school programs.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

There are two components that must be accomplished, receiving certification and performing leadership activities that are meaningful and relevant to the Principal position. For certification, the district has established that the principal candidate will need to be admitted and registered for the 2018 Summer I courses with the partnering Institution of Higher Education (IHE), Lamar University, by May 1, 2018. By the end of the 1st Quarter the principal candidate will need to successfully complete two courses (EDLD 5311 and EDLD 5339). For the leadership activity, the principal candidate will need to begin working with the mentor principal to establish several activities that the principal candidate will need to accomplish. One activity that the district will require is the development of a vocabulary program in which each subject and each grade will identify 30 vocabulary words that are imperative for the grade/subject. The candidate will also lead professional development of Marzano's six steps to teaching vocabulary to staff members.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

For the certification component, by the end of the 2nd Quarter, the principal candidate will need to successfully complete three additional courses (EDLD 5352, EDLD 5344, and EDLD 5333).

For leadership activities, the principal candidate will begin implementing the activities that were planned with the mentor principal and speak with PLC groups during the school day. The 1st planned on-site coaching visit from the EPP will also take place between October 15, 2018 and November 16, 2018. The principal candidate will also follow up with walkthroughs of teachers utilizing the six steps of teaching vocabulary. The school district has implemented the use of instructional rounds designed to allow teachers to observe other teachers in which ideas and positive comments are made with no negative feedback given to the teacher being observed. The principal candidate will lead an instructional round.

Third-Quarter Benchmark:

For the certification component, by the end of the 3rd Quarter, the principal candidate will need to successfully complete three additional courses (EDLD 5397, EDLD 5345, and EDLD 5335). The principal candidate will also need to complete the requirement established by the IHE/EPP to pass the Principal Certification Pre-Test in order to qualify to take the TExES Principal Certification test.

For the leadership activities, the principal candidate will continue implementing the activities that were planned with the mentor principal. State testing is a huge component of activities that occurs on a school campus. The principal candidate will be involved in the shipping of testing materials as well as the required test administrator security training that occurs in February. The 3rd planned on-site coaching visit from the EPP will take place between March 18, 2019 and April 19, 2019.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As can be seen through the activities that our principal candidates will be asked to perform, the predetermined course schedule that has been made in collaboration with the IHE, or the budget that has been thoroughly developed (Appendix E), all this planning is useless if you do not make yourself aware of possible issues or react in a timely manner to address unforeseen obstacles. I have learned through the Marzano High Reliability Schools Model, it is not problems that cause the rise and fall of reliable organizations, it is the timely response to the problem that is so critical. A problem that goes unnoticed or unattended can lead to system wide failure. In the Apollo 13 movie when the flight control administrator was confronted with the possibility of this being the worse disaster in NASA history, his response, "this is going to be our greatest triumph" was not given as a rebuttal. It was stated in confidence through identifying concerns, coming up with innovative solutions, and communicating with stakeholders that led to the safe return of the astronauts on board the ship.

In the quarterly goals listed above, the most important goal that the school district does not control is the successful, timely completion of the college courses. This will be an area closely monitored. Courses that are not completed successfully will need to be retaken at the first available opportunity. In speaking with the IHE, in some cases, they have doubled up on some courses for a variety of reasons. This may be a solution to get a candidate back on track. The second area that the school has little control is the successful completion of the certification test. In partnership with our IHE, the university requires that each candidate pass a Principal pretest before being allowed to take the TExES certification test. The pretest is given after the 7th course which allows the district to monitor progress. This also allows ample opportunity for the principal candidate to determine if additional study materials are needed or if they are ready for the next step.

I do not anticipate any of our candidates not completing the certification process as planned. Even if the candidate does not finish as planned, they were selected based on their character. This character trait will not allow them not to finish. Our project goal is to bring every person that we have selected to full certification with skills that are developed to increase their success as a campus principal.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

As can be seen in the quarterly benchmarks above, the district recognizes the need for the principal candidate to have a relevant and meaningful experience. This experience is not just for their own personal reflections, but to begin the process of establishing themselves as leaders at their respective campus in order to be seen as an instruction leader when the time for promotion arises.

There are many opportunities for activities that can occur at each campus for the principal candidates. The district believes that each campus should have the ability to establish an activity that fits into their own campus needs assessment. The principal candidate and mentor principal will establish an activity or activities for the 2018-19 school year during the upcoming summer break.

In addition, the district has established priority needs in Reading and Writing. Vocabulary is an area that touches both of these subject areas. The district is requiring principal candidates to become familiar with Marzano's Six Steps to Teaching Vocabulary, and perform an inservice activity during the back to school inservice in August for their respective campus staff. The district is seeking to have a list of 30 vocabulary words in each subject at each grade level for students to know that are imperative to the understanding of the subject at that grade level. The district believes that this will have a cultural effect that will have a significant impact on student achievement on state testing for all subjects and grade levels.

Speaking of state testing, the district understands the importance and behind the scene work that must be performed to provide an accommodated and secure testing environment. The principal candidate will help with the state required test administrator inservice training, breaking up student groups for accommodations, and the packaging and sending off testing materials. Out of this small list, there are many potential activities that can be performed by the candidate with breaking up student groups possibly being the most difficult. Scheduling is one of the most difficult tasks for a principal to perform. Whether it is the master schedule, setting bell schedules, planning for tutorials, or breaking up groups for accommodations, a principal must be organized and recognize that while a small group has been developed, there is a whole building of students that must be managed. Performing these activities will allow the candidate to be seen in a leadership position, but also allow the candidate to realize the organization, the work, and servant attitude necessary for the principal.

The district has started the implementation of the Marzano's High Reliability Schools Model for Instructional Rounds. A group of 2 or 3 teachers with a lead teacher will go into the classroom of a volunteer teacher to observe instructional strategies that are being utilized for student learning. The teacher group will come out of the classroom after about 15 minutes and perform a "debrief" of what was seen in the classroom. This is NOT an observation of watching the teacher, but of the strategies that are being used. The lead teacher will ask: 1) What did you see that affirms something that you are doing? 2) What do you want to know more about? 3) What is something you will try immediately? 4) What positive takeaways do you have? The lead teacher will then remind all to send a thank you note to the volunteer teacher. It is optional for the teacher to also list the positive takeaways, but to never criticize the volunteer teacher. The principal candidate will lead at least one instructional round during the 2018-19 school year.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The formation of our SSA (Appendix A) was in direct correlation to the recruitment process for determining strong quality principal candidates. As the former Superintendent at Happy ISD, and now the Assistant Superintendent at Jacksboro ISD, I have been keenly aware of the need for quality principals in every district that I have served. My wife is the Director of Accountability and Compliance at ESC 9, and works directly with Principals and Superintendents especially in low performing schools. With this understanding in place, I have been actively encouraging and seeking high quality people to join the "administration" side of education to better serve students in Texas. Each of the candidates that are being selected for the grant program were sought out for their high quality teaching and/or their contributions to having successful organizations in the school program. Current district and campus administration of the campuses that each candidate is currently serving selected the candidate based on observable leadership qualities and student achievement. Not all people are cut out to be in administration no matter how successful they have been as a classroom teacher. Three of the candidates that were sought will not be going through the program because they were not interested. These are high quality people/teachers that do not want to have the stress or concerns that administrators face on a daily basis. On the contrary, the people that are part of this grant have willingly chosen and are enthusiastic to accept the challenges and possibilities that lay ahead. I understand what the grant means by diversity, and I will say that 10% of the candidates selected are African American. I will go a little further and say that 60% of the selected candidates are women. Although it is not what is meant by diversity, I will also say that the selected candidates have a wide variety of personalities. We believe personality is the most important aspect in the school profession as this is what connects and draws different students to be a part of the school. Not all students personalities are the same, neither should the personalities of the teachers or the leadership be the same. Although, we all share the common goal of doing what is best for all students.

The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

For the 2018-2019 Principal Preparation Grant, the school district has partnered with Lamar University to provide course work, expertise, on-site coaching, and feedback for the certification of principal candidates. When preparing grant material, the school has little control of what is sent by the IHE. Lamar University sent a 190 page document for our grant. Jacksboro ISD was one of the first schools (if not the very 1st school) to contact Lamar University as a partner, and has established a course sequence with Lamar University for our principal candidates. This sequence along with the course descriptions can be found as Appendix B.

Lamar University, which currently has an 85% passing rate on the certification test, has included a syllabus for each course required for the Masters program that includes the topic of discussions and the evaluation methods. The IHE's course syllabus is attached as Appendix C.

Lamar University has also supplied our Principal candidates with a list of textbooks that are required of the Masters program. The Textbook List can be found as Appendix D

The school district will also incorporate suggestions, ideals, and concepts learned at the TEA Principal Preparation Summer Institute.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

For the 2018-2019 Principal Preparation Grant, the school district has partnered with Lamar University to provide candidate evaluation processes which includes the on-site instructional coaching including feedback. When looking over the protocols and tools, the district sees a great utilization of the TTESS model for the evaluation of teachers. This would be a great tool for inspiring principals to understand as personnel is the largest budget item, and instruction has the greatest influence on student learning. The IHE's instructional coaching protocols is attached as Appendix E.

The IHE's evaluation process and metrics for the courses can be seen for each course in the course syllabus. Evaluation and metrics can also be seen in the coaching protocols and tools.

Through the Mentor Principal, the district will also be evaluating the principal candidates, providing instructional coaching, and providing feedback. The school district utilizes the Texas Principal Evaluation and Support System (TPESS) for the evaluation of campus principals. The Mentor Principal will go over the evaluation process with an Orientation. During the Summer break when activities for the principal candidate are being discussed, the principal candidate will complete the Self-Assessment and perform the Goal Setting component. A Mid-Year Conference will be held in which the candidate will discuss progress of college coursework completion and campus activities that have been performed by presenting artifacts. At the conclusion of the school year, the Principal will lead the candidate through the End-of-Year Conference by discussing progress of college coursework completion, certification testing, and a reflection of what was learned through the campus activities that were performed. Once again, the presentation of artifacts will be imperative.

The district has developed a draft for the Jacksboro ISD /Happy ISD SSA and has developed a Memorandum of Understanding for the responsibilities of all stakeholders to ensure that program goals are addressed and evaluated. The drafts can be found in Appendix A that includes the Shared Services Arrangement document that is required attachment.

A budget is also included as Appendix F for program assurances and accountability.

Statutory/Program Assurances

- ☒ The LEA must assure that the principal preparation residency is at least one year in length.

- The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

- ☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

- ☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

- ☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Candidate stipends to include: Tuition, Materials, and Fees	97,500
2. Travel for Principal Candidates and Mentor Principal to the Principal Prep Summer Institute, Austin	13,830
3. Mentor Stipends (5 mentors with 3 having multiple candidates, \$250 per additional candidate)	6,250
4. Testing to include: GRE test, Certification test, and certificate charge	3,686
5. Administrative Costs	100
6. Pay for substitute teachers while Principal Candidate is out of class. (Covered by each district)	0
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Total grant award requested 121,366

Jacksboro ISD / Happy ISD

2018-2019 Principal Preparation Grant

Contents of Tabs:

Grant Application

- 2018-2019 Principal Preparation Grant Application

Appendix A

- Shared Service Arrangement – Required Attachment
- Draft of Shared Service Arrangement (SSA)
- Memorandum of Understanding with Principal Candidate

Appendix B

- Sequence or Schedule of Coursework with partnering IHE
- IHE Program Guidelines and Course Descriptions (Scope)

Appendix C

- IHE Program Course Syllabi
 - With Evaluation Methods and Metrics

Appendix D

- IHE Program Textbook List

Appendix E

- IHE Program Coaching Protocols and Tools
 - With Evaluation Methods and Metrics

Appendix F

- Preliminary Budget Detail

Shared Services Arrangement

[illegible]

Jacksboro / Happy - Principal Prep SSA

Memorandum of Understanding / Draft

April 13, 2018 – August 31, 2019

Description:

Happy ISD is joining Jacksboro ISD in a shared services arrangement (SSA) to conduct activities related to the 2018-2019 Principal Preparation grant by the Texas Education Agency (TEA). The purpose of this SSA is to provide an opportunity to build strong campus leaders through principal residencies from current staff. The principal preparation program provides training focused on best practices in campus leadership, including a concentrated focus in instruction leadership through authentic campus-based leadership experiences.

Terms of SSA Agreement:

This SSA agreement begins April 13, 2018 and shall terminate on August 31, 2019. All agreed upon activities/services and expenditures to be reimbursed shall occur during this SSA agreement period.

Ownership of Assets:

The ownership of any fixed assets will remain with the Fiscal Agent. The Fiscal Agent will have all rights to disposition of any fixed assets purchased by the SSA.

Liabilities:

Legal fees incurred by Member Districts due to complaints, grievances, or litigation in relationship to the activities of the SSA will be the responsibility of the Member District. The Fiscal Agent will not be liable for any legal action against a Member District or its personnel through any of the activities and/or actions of the Member District or its personnel.

Basis for Allocation of Costs:

Expenditures incurred by the Fiscal Agent on behalf of the Member Districts will be prorated based on the amount of the entitlement retained by the Fiscal Agent to expend on behalf of each Member District.

Uncontrollable Costs:

In the event that the Fiscal Agent incurs uncontrollable costs due to actions taken against the Shared Service Arrangement, the decision on how the Fiscal Agent will be reimbursed for the costs will be made based on the amount of the entitlement assigned to Fiscal Agent to expend on behalf of each Member.

Responsibilities / Statement of Activities / Services to be performed:

Jacksboro ISD will:

- Be responsible for preparation of the program budget of each Member District and maintaining the accounting records of the SSA.
- Monies awarded will be transferred by the Texas Education Agency and the Fiscal Agent will transfer any flow-through funds to the Member Districts as awarded in the standard application through a cost reimbursement basis.
- It will be the responsibility of the Fiscal Agent to provide written accounting procedures to the Member Districts receiving flow-through funds.
- Be responsible for required state and/or federal reporting related to the program, and will make these reports available to the Member Districts as requested.
- Monitor and approve reimbursement requests of Member Districts for accuracy and compliance of expenditures.

Each Member District will:

- Be responsible for accounting for its portion of the funds received through the Fiscal Agent.
- In the event that the Member District has over-expended in any account by an unallowable amount, the Member District should reduce the expenditures in that fund and record an offsetting expenditure in the local maintenance fund.
- Be responsible for reporting these specific funds expended through PEIMS.
- Comply with all timelines for reimbursement requests.
- Respond to reporting evaluations within requested timelines.

Amendments:

Any change to this SSA agreement shall require an amendment to this document in writing that includes the initials of officials representing both parties.

Partner agrees to the terms and conditions of this SSA agreement and to conduct all expected activities/services. Acceptance of this agreement is indicated by the signature and date below:

Fiscal Agent: Jacksboro ISD

Dwain Milam, Superintendent

Signature and Date

Member District: Happy ISD

Ray Keith, Superintendent

Signature and Date

Principal Preparation Grant 2018-19

Memorandum of Understanding

Principal Preparation Grant Program

- Will provides funding up to \$13,000 per principal candidate with no more than 10 candidates per school district from April 13, 2018 through June 30, 2019.

The District

- Will select principal candidates in a systematic, targeted selection process giving consideration to student achievement, evaluations, growth mindset, and diversity.
- Will provide Principal Mentors that are willing to provide ongoing support and feedback
- Will ensure Mentor Principal participation at the June 6-8, 2018 Summer Principal Prep Institute in Austin
- Will provide authentic campus-based leadership experiences to each candidate
- Will partner with an effective IHE/EPP for coursework and leadership training

District Official: _____ Date: _____

Mentor Principal: _____ Date: _____

The Institute of Higher Education (IHE)/ Educator Prep Program provider (EPP)

- Will provide college coursework towards a Master's Degree in Education Leadership
- Will provide scope and sequence that topic's includes: student culture routines, data-driven instruction, team effectiveness, change management, and delivering effective PD.
- Will provide evaluation process and metrics, protocols used during evaluations, and protocols used to conduct feedback sessions during three (3) onsite visits
- Will provide representative at the June 6-8, 2018 Summer Principal Prep Institute in Austin, Texas

Education Dean: _____ Date: _____

Principal Candidate

- Will attend the June 6-8, 2018 Summer Principal Prep Institute in Austin, Texas
- Will enroll with the partner IHE before May 1, 2018, and begin courses during Summer I
- Will finish the Masters in Education Leadership coursework
- Will participate in the planned activities and onsite trainings
- Will take the certification exam for the Principal
- Will continue with the district for a minimum of two years after the grant period

Principal Candidate: _____ Date: _____

Jacksboro ISD / Happy ISD
Principal Preparation Program
2018-2019

In partnership with Lamar University:

April 13, 2018	Receive Grant
May 1, 2018	Local Deadline: Application for Lamar University Principal Program
June 6-8, 2018	Attend TEA training in Austin
June 4, 2018	Summer I, Begin Course #1 – EDLD 5311 Fundamentals of Leadership & Tech
July 16, 2018	Summer II, Begin Course #2 – EDLD 5339 The Principalship
August 27, 2018	Fall I, Begin Course #3 – EDLD 5352 Instructional Leadership
October 8, 2018	Fall II, Begin Course #4 – EDLD 5344 School Law
November 19, 2018	Fall III, Begin Course #5 – EDLD 5333 Leadership for Accountability
January 15, 2019	Spring I, Begin Course #6 – EDLD 5397 Internship for Supervision
February 25, 2019	Spring II, Begin Course #7 – EDLD 5345 Human Resource Management Take Lamar Principal Pre-test to check understanding and be approved to take TExES Principal Test
April 8, 2019	Spring III, Begin Course #8 – EDLD 5335 Curriculum Management If approved that TExES Principal test (268)
June 3, 2019	Summer I, Begin Course #9 – EDLD 5326 School/Community Relations Summer I, Begin Course #10 – EDLD 5398 Internship in Principal
July 31, 2019	Apply to have certification placed on Certificate.



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

COURSE DESCRIPTIONS

LAMAR UNIVERSITY

College of Education and Human Development

Department of Education Leadership

Master of Education in Educational Administration (Online)

The Master of Education in Educational Administration online degree program is designed to help educators develop leadership skills that allow them to build diverse, inclusive learning communities of continuous improvement. With instruction from experienced superintendents and relevant, research-based content based on the needs of today's educators and school districts, you will become fully prepared for the state principal certification exam.

Program Description:

Ranked as a top affordable online graduate education program by both U.S. News & World Report and GetEducated.com, Lamar University's M.Ed. in Educational Administration online program gives you the benefit of hands-on experience from day one, immersing yourself in research and gaining valuable real-world experience throughout the program. You will begin by delving into the planning, designing and methodology of your research proposal and build skills in gathering and analyzing data.

In addition to research and evidence-based instructional and curriculum management skills, you will also learn best practices and techniques for instructional leadership related to curriculum, instruction, supervision, and theories and methods for adult learning and professional development. By developing effective communication and mentoring skills, you will also gain skills in teacher evaluation and personnel management. Finally, through internship experiences in supervision and principalship, you will gain job-related experience in supervision and facilities management.

*Price includes distance learning fee.

Mission Statement:

The mission of the Department of Educational Leadership is to provide graduate education at the Master or Doctoral levels to enable students to enter leadership careers in schools, districts, higher education and to provide counseling in schools, community agencies or private practice.

A goal of the Educational Leadership Department is for students to develop the knowledge, skills and competence required for administrative leadership and professional practice. Our instructional mission emphasizes quality teaching within a learner-centered environment. Continuing education is provided to educators who must continually be engaged in professional development. The Department recruits and retains able students with an attention to diversity.

Guiding Principles:

As a department we will always:

1. Support curriculum that is relevant and based on research, standards, and best practice.
2. Keep students and their success as our highest priority.
3. Be committed to continuous personal development.
4. Maintain integrity as a foundation for all our actions and decisions.
5. Build and support the same kind of behavior that we expect from students including functioning as a team and work.
6. Listen to the needs of practicing leaders in the communities we serve.
7. Encourage the use of technology to extend learning.
8. Promote the creation of a work environment that builds in team activities and focuses on project development.



Program Format:

In this accelerated and fully online program, you can complete your course work in as little as 18 months. Courses are weeks in duration and have a minimum of one week off between courses. Individual class modules are one week in duration and include the weekend to complete all assignments. The learning environment within the program provides a rich and engaging experience where students collaborate with others who have similar interests. The program also provides collaborative research opportunities that blend academic rigor with real-world applications.

Courses:

30 hours of coursework includes the capstone Internship (EDLD 5398) course, which requires successful completion of all other courses prior to enrollment. Courses are offered on a rotational basis and not every course is offered in each session. EDLD 5311 and EDLD 5398 are offered each session.

The Texas Education Agency requires students in online programs who live and work out of state and who plan to apply for Texas Principal Certification to undergo review of teaching credentials by the Texas Education Agency.

Note: Lamar University Graduate Education Programs do not permit students to take coursework for transient credit.

Program Cost:*

Tuition and fees for the program are currently under \$9,000 including required textbooks*. Financial aid is available to those who qualify. Please contact us for more information.

Accreditation Statement:

Lamar University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees.

Lamar University at Glance:

Founded in 1923, Lamar University is a doctoral research university dedicated to providing a learning environment of the highest quality. Located in Beaumont, Texas and home to nearly 15,000 students, Lamar University is one of the fastest growing universities in the state and is a member of the Texas State University System. Lamar University is a globally focused institution with students from 56 different countries represented in the university enrollment.

The College of Education and Human Development at a Glance:

Lamar's College of Education for Human Development graduate program is one of the largest in the US with over 4,000 students. Ranked in the top 50 of U.S. News Best Online Programs for Graduate Education programs. Lamar University is widely known as an international leader in quality.



LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

*Tuition and fees are subject to change without notice by action of the Board of Regents or the Texas State Legislature.

†Degree Plan subject to change due to availability of courses.

Master's Degree in Educational Administration (Online Only)

EDLD 5311 Fundamentals of Leadership

This course provides students the opportunity to construct a foundation of leadership through fundamental theories of leadership. Students define their own purpose of leadership and begin to develop the basic skills required to build communities that support learning for all students. Special emphasis is given to leadership as relationships between and among people and systems.

EDLD 5326 School Community Relations

This course provides a foundation for developing relationships with stakeholders within the school community; students, faculty, parents, and the community at large for the expressed goal of supporting student learning. A fundamental purpose of the course is to understand and implement strategies to develop essential partnerships between schools and the larger community to foster student learning and achievement.

EDLD 5333 Leadership for Accountability

This course concentrates on both short and long-range district and campus planning. Students will examine the state accountability system; disaggregate data, and use data and resources to improve instruction and the curriculum. An emphasis will be placed on problem solving techniques and facilitation skills of effective school leaders.

EDLD 5335 Curriculum Management

This course builds an understanding of curriculum models, curriculum frameworks, including those articulated at the state level, alignment of instruction to standards, and assessment of learning outcomes. District level curriculum and policies are reviewed. The alignment of policy, goals, and human resources are examined with application to a specified school context.

EDLD 5339 The Principalship

This course positions the school leader as the effective manager of the organization and its operations. Multiple topics are addressed such as; safe and effective learning environments, student support services, school policies and procedures, discipline management, behavior intervention, and fiscal issues in school management.

EDLD 5344 School Law

This course provides teachers a foundation to understand the legal, ethical, and policy dimensions of education. Special emphasis is given to the interpretation of case law, Texas Education Code, and federal and state statutes.

EDLD 5345 Human Resource Management

This course focuses on building the human resources to support the learning and instructional mission of the school and the attainment of school goals. Topics include: cultural competency, change management, ethical considerations in interactions with others, district policy and its relationship to personnel, confidentiality, employment and personnel law, contract renewal and nonrenewal, teacher development, and an understanding of motivational theories and its application within the school environment.

EDLD 5352 Instructional Leadership

This course emphasizes techniques for improving instruction and learning through the application of the research on effective schools and on models of instruction. Topics include leadership related to curriculum, instruction, supervision, meeting the need of diverse students, and theories and methods for adult learning and professional development. The principal as the leader of learning involves such tasks as teacher evaluation, supervision, mentoring, and effective communication.

EDLD 5397 Internship for Supervision

This course is designed to give job-related experience under the joint supervision of a school district/campus mentor and faculty of Lamar University.

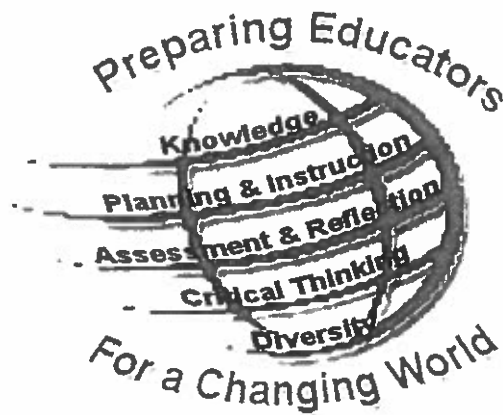
EDLD 5398 Internship in Administration

The Internship is a capstone experience designed to guide aspiring leaders to demonstrate proficiency associated with campus leadership. The final hours of the internship are completed under the supervision of a practicing school administrator. A qualifying examination is required before a student can apply to take the state certification examination.



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

COURSE SYLLABI



Course Syllabus
EDLD 5311: Fundamentals of Leadership and Technology

The Conceptual Framework of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes pedagogical content knowledge, content proficiency, pedagogical knowledge, communications skills, values and analytical abilities. Critical thinking is a must for responding to the diverse needs of Pk – 12 students in myriad and changing settings. Lamar University educator preparation candidates also develop the dispositions and habits of mind that encourage “self – learning” and “lifelong learning”, that will enable them to encounter change with confidence.

I. Course Prefix, Number, and Title

EDLD 5311 Fundamentals of Leadership

II. Department Address

College of Education and Human Development Department of
Educational Leadership
P O Box 10034
Beaumont, Texas 77710
Phone: (409) 880-8689
FAX: (409) 880-8685

III. Course Professors

Name: Steven Beagle, Ed.D.
Sections: A01, A02, A03, A04
swbeagle1@lamar.edu

Name: Kenneth Cummings, Ed.D.
Sections: P01, P02, P03, P10, P11
kecumming@lamar.edu

7. Gain insight in personal leadership strengths and weaknesses by completing four assessments, including Keirsey Temperament, motivation beliefs, task versus people profile, and ethical orientation.
8. Become knowledgeable of the ELCC, ISLLC and SBEC (Texas) standards, including domains, competencies, and indicators.
9. Gain leadership knowledge by conducting interviews with two respected educational leaders.
10. Become knowledgeable of the importance of the twelve leadership skills by reading and summarizing a case study.
11. Become knowledgeable of each of the distinct “eras” of leadership theory.
12. Gain insight in personal leadership strengths and weaknesses and technology literacy and skills by completing four assessments.
13. Examine different data sources that can be used to make informed decisions about technology.
14. Acquire the knowledge, skills, and tools to determine progress toward meeting technology goals.
15. Recognize the needs of digital-age students, and acquire strategies and tools to meet those needs.
16. Identify the skills and tools needed to navigate the new information landscape of 21st Century schools and establish online learning communities.
17. Describe strategies for evaluating and determining the effectiveness of professional development.
18. Identify social, legal, and ethical issues related to technology and teaching and learning.
19. Examine responsible decision making related to technology and teaching and learning.

Performance Outcomes:

1. Purchase Tk20- <https://lamar.tk20.com>
2. Submit an assignment correctly in Bb using the template
3. Identify their course professor
4. Identify their IA
5. Identify their Section Number
6. Develop and/or update an educational leadership vita.
7. Post a summary and reflections from your leader interviews, and compare with other class interviews and personal beliefs.
8. Analyze a case and provide relevant recommendations for the leader with a focus on the twelve leadership skills.
9. Utilizing the self-assessments, vita, standards, interviews, case study, and readings, collaborate with your site supervisor(s) in the design of your practicum plan.
10. Develop an electronic portfolio, and begin posting relevant documentation from course assignments and other practicum activities at your school or district.
11. Use skills and tools that support online learning communities for the purpose of improving student achievement.
12. Reflect on the outcomes and key learning of the course.
13. Utilizing the self-assessments, standards, and readings, collaborate with your site mentor in the design of your practicum plan.
14. Begin posting relevant documentation from course assignments and other internship field-based activities at your school or district.

responsibility of each student to understand what constitutes plagiarism. Students will be held responsible for any incidences of plagiarism, accidental or not.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at www.lamar.edu/studenthandbook.

C. Special Accommodations

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

D. Class Communication Guidelines

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited. Adhere to the same standards of behavior online that you follow in real life when writing emails or posting on the discussion board. More information on the student code of conduct can be found in the student handbook located at <http://students.lamar.edu/student-handbook.html#generalprovisions>.

E. Privacy Policy Links for Online Services & Accessibility Policy Links

Privacy Policies

Blackboard: <http://www.blackboard.com/Footer/Privacy-Center.aspx>

Adobe Connect: <http://www.adobe.com/privacy.html>

Accessibility Policies

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefoxmake-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

X. Technology Prerequisites

In this course, students should feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments.

You need to be able to:

- Navigate websites, including downloading and reading files from them.
- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.

links: Goto <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect Username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your LUConnect account (setting up your account or email, username, and password issues), email us at <http://luconnect.lamar.edu> or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

C. Blackboard Learning Management System

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording.

All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: blackboard@lamar.edu

Daytime Support: 409.880.2222

Toll Free: 1.866.585.1738

More Blackboard support information can be found at <http://luonline.lamar.edu/blackboard-support/>.

D. Adobe Connect Web Conferences

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

E. Tk20 - Electronic Portfolio

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at tk20@lamar.edu or call 409-880-7608.

Tk20 requirements for this course include submitting the following documents to the Tk20 5311 Course Binder under the Course Requirements tab: self-disposition survey, cultural diversity survey, practicum plan, practicum plan signature page, practicum student

Grading Policy:

Points will be awarded for assignments as follows:

Assignment	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 1 Program Admissions	60	48	42	0
Week 1 Discussion	20	N/A	N/A	0
Week 1 Web Conference Reflection	20	N/A	N/A	0
Week 2 Personal Assessment	60	48	42	0
Week 2 Discussion	20			0
Week 2 Web Conference Reflection	20			0
Week 3 Leadership Interviews/Vita	60	48	42	0
Week 3 Discussion	20			0
Week 3 Web Conference Reflection	20			0
Week 4 Case Study	60	48	42	0
Week 4 Web Conference Reflection	20			0
Week 4 Discussion	20			0
Observation Video	0	0	0	0
Tk20 Submission 1 st Part in Week 3 (50 pts) 2 nd Part in Week 4 (50 pts)	100	0	0	0
Week 5 Leadership Paper	60	48	42	0
Week 5 Discussion	20			0
Week 5 Web conference Reflection	20			0
Total Points Available	600			

A = 90-100% (540-600 points)

B = 80-89% (480-539 points)

C = 70-79% (420-479 points)

F = Below 70% (Below 420 points)

Course Content	
Week 1	<p>Topic: Course and Program Overview:</p> <p>Assigned Readings: Blackboard Orientation Adobe Connect Quick Guide Syllabus</p> <p>Videos: How to be a successful online learner</p> <p>Discussion: △ Introduce yourself and describe why you are in this program.</p> <p>Assignment: △ Complete all readings △ Review Videos △ Answer questions from readings and videos △ Submit assignment template correctly</p>

Course Content	
Week 2	<p>Topic: Course Overview and Self-Assessments</p> <p>Videos:</p> <p>Assigned Readings: School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience - G. E. Martin et al. textbook</p> <p>Introduction (pg. 1-10) Motivating and Developing Others (pg. 134-135) Internship Assessment (pg. 1-23 from 3rd ed., pdf provided in week two content)</p> <p>Discussion: △ Give an example of a change in your personal behavior or classroom procedures based on the discovery of new information about a student. △ Give an example of an ethical dilemma you have faced, and how you handled it.</p> <p>Assignment: △ Complete the Week 2 Assignment, "Personal Assessment." △ Submit the assignment by the end of Week 2</p>

Course Content

Week 5

Topic: Leadership Style and Philosophy

Videos: Ten Leadership Theories in 5 Minutes

Steve Jobs Talks about Managing People

Assigned Readings: The Plan (pg. 19-122)

School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience - G. E. Martin et al. textbook

Discussion:

- △ What is leadership? There are almost as many definitions of leadership as there are books and opinions about leadership. What is your definition of leadership? How is leadership different from management?

Assignment:

- △ Complete the Week 5 Assignment "Leadership Paper"
- △ Submit the assignment by the end of Week 5.
- △ Complete Course Evaluation

Lamar University
College of Education and Human
Development Department of Educational
Leadership

SYLLABUS



EDLD5326

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.

I. EDLD 5326 School Community Relations

II. Department Address

Department of Educational Leadership
Lamar University
P O Box 10034
Beaumont, TX 77710
Phone: (409) 880-8689
FAX: (409) 880-8685

III. Course Professors

A. Lead Professor

Name: Dr. L. Kay Abernathy
Title: Associate Professor
Phone: (409) 880-8689
E-mail: lkabernathy@lamar.edu

Virtual Office Hours: Monday-Thursday 2:00 pm – 8:00 p.m. and by appointment.

school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

(b) School Culture: The Principal:

(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;

(e) Executive Leadership: The Principal:

(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;

(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;

(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;

(g) Ethics, Equity and Diversity: The principal will . . .

(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with them.

V. Course Outcomes

A. Learning Outcomes

1. Describe how family involvement impacts student achievement. (ELCC 4.3)
2. Explain the characteristics of an effective family engagement program. (ELCC 4.1)

1. Inventory current community and parent partnerships and academic partnership data, to determine school partnership needs. (ELCC 4.1)
2. Develop a plan to improve your school's partnership programs. (ELCC 4.1)
3. Use data to identify needed school-community partnerships. (ELCC 4.1)
4. Schedule and conduct an organizational meeting which includes your mentor and other members of the campus site-based decision-making team to make decisions and determine the best partnership to fit current needs of the campus. (ELCC 4.2)
5. Prepare tasks of the new partnership and provide a timeline for persons involved. (ELCC 4.2)
6. Write a formal report and presentation using the report template and create an agenda and a presentation to be used at the first meeting of the new community and partner partnership. (ELCC 4.1, ELCC 4.2, ELCC 4.3, ELCC 4.4)

VI. Course Prerequisites

EDLD 5311 is a prerequisite for all other courses.

For Master's candidates, EDLD 5397 is a prerequisite for EDLD 5339, EDLD 5312, EDLD 5335, EDLD 5326, and EDLD 5398.

Superintendent program and Digital Learning and Leading will have other pre-requisites.

VII. Materials

A. Textbook – No textbook. Content comes from readings and media resources.

B. Other Resources

LIB Guide for School Community Relations—School, Family, and Community Partnership Project— <http://libguides.lamar.edu/schoolcommunity>

VIII. Instructional Associates

Each course section has an assigned instructional associate who will be your primary point of contact and provide support throughout the course. Information regarding your assigned Instructional Associate will be provided through an e-mail or course announcement. Your IA will provide a welcome and introductory letter with his/her contact information. Course activities, assignments, questions, and correspondence are to be emailed to your assigned IA first. If you need further assistance, please contact the professor assigned to your section.

IX. Course Expectations

Students should check Blackboard course announcements and their Lamar email daily. Students are expected to review the course syllabus prior to completing any course activity. Students are expected to participate in the discussion forum. All discussion responses should be completed and elaborated to receive full credit. Initial response due day 4 @ 11:59 p.m. Respond to 2 colleagues by 7th day @ 11:59 p.m. Cite sources (i.e., author (year), page#).

<http://www.lamar.edu/disability-resource-center/>.

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Adobe Connect: <http://www.adobe.com/privacy.html>

VoiceThread – <https://voicethread.com/termsfuse/>

Accessibility Policies

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx> Adobe

Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

X. Technology Prerequisites

In this course, students should feel confident about their ability to navigate through typical websites and to use common word processing software to submit written assignments.

You need to be able to:

- Navigate websites, including downloading and reading files from them.
- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.
- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- Copy and paste text and other items in computer documents.

Summer 2017

B. LU Connect Gateway

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LU Connect. Students may get information on how to get into LU Connect through the following links: Go to <http://www.lamar.edu/> and then click on the LU Connect link on the left top corner of the screen. Follow the steps to secure your LU Connect username and password. The LU Connect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

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E. Tk20 - Electronic Portfolio

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XIII. Incomplete Grade Policy

At the discretion of the course professor, a grade of "I" (Incomplete) may be assigned if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to a F. Please note that any course grade that changes to a F will not be subject to a grade change.

Note: Any Incompletes must be resolved prior to enrolling in either EDLD 5397 or 5398.

XIV. Course Evaluation

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete. In addition, course evaluation information and instructions. are available in your Practicum Orientation Course.

XV. Additional Course Information

A. Syllabus Subject to Change

While information and assurances are provided in this course syllabus, content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

B. Academic Continuity Plan

In the event of an announced campus closure more than four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses online.

	<p>Discussion 1: See Discussion Board.</p> <ul style="list-style-type: none"> • Dr. Joyce Epstein's research team believes all six principles should be included in a partnership program. Review the success stories in the Promising Partnership Practices link to learn about the six different types of activities in National Network of Partnership Schools at Promising Partnership Practices. Download your free copy of the current report. • Share one choice from each of the six types for your campus grade level and the rationale for your selection. • Dr. Shelton reviews the organizational components of successful partnerships. What evaluation activities does he recommend? <p>Assignment 1: Analyze your campus current school, family, and community partnerships and the status of with your campus mentor, gather student, campus, and partnership data to present to representatives of your site-based decision-making team in Week 2. What strengths and weaknesses do you find?</p> <p>Tie your current partnership projects to your campus improvement goals and to Epstein's six principles for student success. You must prepare for the Week 2 meeting to determine what new partnership best fits the greatest campus need according to your campus improvement plan and goals. (It is also possible that the principal and the group may choose to focus on improving one of the current partnerships.) Due Day 7, Week 1.</p>
Week 2	Promoting Family and Community Involvement (ELCC 4.2)
	<p>Readings:</p> <p>TASA House Bill 5 Community & Student Engagement Toolkit (2013) In addition to changes made to the state's testing and graduation programs, HB 5 (Texas) also addressed the accountability system by including a local evaluation requirement that is frequently referred to as the community engagement component. HB 5 Community and Student Engagement Toolkit (2013) The following resources are available to this link. School District Evaluation Tool (excel) Background/Description of Community Engagement under HB 5 HB 5 Community Engagement Factors to Consider (TEC 39.0545) Statute PEIMS Coding for School District Evaluation of Performance and Community Engagement Field Edits PowerPoint HB 5 Community Engagement: Background, Overview and Requirements of the New Statute</p>

Week 3	Working with the Larger Community (ELCC 4.3)
	<p>Readings:</p> <p>Cahill, C., Alvarez Gutiérrez, L., & Quijada Cerecer, D. A. (2016). A dialectic of dreams and dispossession: The school-to-sweatshop pipeline. <i>Cultural Geographies</i>, 23 (1), 121-137. doi: 10.1177/1474474015597431.</p> <p>Gurley, D. K., Anast-May, L., & Lee, H. T. (2015). Developing instructional leaders through assistant principals' academy: A partnership for success. <i>Education & Urban Society</i>. 47 (2). 207-241, doi: 10.1177/0013124513495272.</p> <p>Haines, S. J., Gross, Judith, M. S., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015). Fostering family-school and community: School partnerships in inclusive schools. <i>Research & Practice for Persons with Severe Disabilities</i>, 40 (3), 227-239. doi: 10.1177/1540796915594141.</p> <p>Media/Resources:</p> <p>A School-Community Partnership – Brokered by The Smith Family https://www.youtube.com/watch?v=wieXRSzup5U</p> <p>Family/Community Engagement: Community Partnerships (2015) https://www.youtube.com/watch?v=HPWRUBBnSIQ</p> <p>Published on Apr 16, 2015. Jennifer Doucette describes the way her school, James Fennimore Cooper Elementary (Milwaukee Public Schools) has reached out to local education students to bring more adults into the building and provide additional role models for students. A majority of her building's grade levels have been found to be shrinking the achievement gap by at least 3 points. Part of the Promoting Excellence for All Project: http://statesupt.dpi.wi.gov/excforall</p> <p>Assessment: Partnership Time Line and Evaluation</p>

Discussion 1: You are a new assistant principal. Your first task is to form the first site-based management team for your campus. You develop a plan for creating the committee and setting the agenda for its first meeting. Be sure to consider requirements from HB 5 included in Week 2 readings and to include John Hopkins University's six types of activities for partnerships. How do you proceed using the examples and what you have learned?

Discussion for Week 4 is due on Day 4 and Day 7 in Week 4.

Assignment 1: Partnership Report Using Report Template

You are to develop a formal report. The report presents your partnership concept to its potential stakeholders to gain support of the proposed partnership. The report template is required and is included in your assignment.

Assignments 1 is due on Day 7, Week 4.

Week 5 Preparation for First Meeting of New Partnership

Readings:

- Wentworth, L., Carranza, R., & Stipek, D. (2016). A university and district partnership that closes the research-to-classroom gap. 97(8), 66-69.
- Williams, J. M., & Bryan, J. (2013). Overcoming Diversity: High-Achieving African American Youth. *Journal of Counseling & Development*. 91 (3), 291-300. doi: 10.1002/j.1556-6676.2013.00097.x

Discussion 1: Critical Reflection and Evaluation on Course Content. In two to three paragraphs use professional campus examples to support your evaluation. Use credible, relevant sources to fully develop your ideas. Provide constructive supportive feedback to colleagues in responses. Meet all citations and structure requirements.

Assignment 1 Preparation with Agenda for First Meeting with Stakeholders in August. You are to create a presentation which includes an agenda for the first meeting of the new partnership. Your presentation must include partnership goals and the six types of partnership activities to include. You may choose the digital presentation tool of your choice to create your presentation agenda. You may use video if you choose. You have technology tutorials in the assignment.

Assignments 1 is due on Day 7, Week 5. Your work may be submitted early

Lamar University
College of Education and Human Development
Department of Educational Leadership

SYLLABUS



EDLD 5333

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.

I. Course Prefix, Number, and Title

Department: Educational Leadership
Course Number: EDLD 5333
Course Title: Leadership for Accountability

II. Department Address

Department of Educational Leadership
Lamar University
P O Box 10034
Beaumont, TX 77710
Phone: (409) 880-8689
FAX: (409) 880-8685

III. Lead Professor

Name: Nancy Adams, Ed.D.

• Always read the announcement boards daily!

• Always check with your Instructional Associate with questions/concerns, first!

Communication: Always know your SECTION number. You will be attending EDLD 5333 Section ??? Always know your Instructional Associate, for your section. Always contact that IA with your section number in the subject title of all e-mails.

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A. Learning Outcomes

Trace the evolutionary milestones of the accountability standards movement from the Elementary and Secondary Education Act (ESEA) through passage of NCLB to the current Every Student Succeeds Act (ESSA). ELCC 1.2, TAC 241.15 (c. 6)

Identify the responsibilities of campuses and districts with regard to state and federal standards and assessment systems. ELCC 1.4 TAC 241.15 (c.6, f.7)

Demonstrate use of the Texas Performance Reporting System in the continuous improvement process. by using a selected campus' Texas Academic Performance Report (TAPR) to target areas of strength and need. ELCC 1.2, TAC 241.15 (c.2, f.1, f.2)

Summarize the basic steps in a data-driven comprehensive needs assessment process and the importance of measurable goals and objectives. ELCC 1.2, TAC 241.15 (c.2, f.7 & 8)

Articulate the significance of a shared vision in the campus improvement process. ELCC 1.1, TAC 241.15 (b.2, f.3)

Define the principal's role in campus planning and problem solving as a part of the continuous improvement process. ELCC 1.2, 1.3, 1.4 TAC 241.15 (c.1-11)

Describe the steps in developing a campus-wide improvement plan and the critical components of a campus plan. ELCC 1.2, TAC 241.15 (cc.1-11)

Describe the purpose and functions of the site-based decision-making (SBDM) team with regard to the change process and campus planning. ELCC 1.4, TAC 241.15 (cc.1-11)

Explain the importance of communication and formative assessment in continuous school improvement and campus planning. ELCC 1.4, TAC 241.15 (c.3, 8, &, 10)

Identify the 10 components of school-wide planning as defined by Title I guidelines. ELCC 1.4, TAC 241.15(c.6,5)

Define the roles and responsibilities of the campus principal, staff members, parents, community members, and business representatives with regard to the SBDM team. ELCC 1.2, 1.3, 1.4, TAC 241.15 (f.3)

B. Skill/Performance Outcomes

Navigate the Texas Education Agency (TEA) website to access, analyze, and summarize campus data from the most recent Texas Academic Performance Reports (TAPR) disaggregated by ethnicity, special education, low-income status, and limited English proficient status to determine areas of strengths and needs, patterns and trends. ELCC 1.2, 2.4, TAC 241.15 (f.9, g.4,5,7) week1,2

Based on results of a needs assessment, write a S.M.A.R.T. goal and S.M.A.R.T. objective to address a targeted area of need, and explore scientifically researched strategies/activities, including specific professional development, to address the targeted need. Explain the rationale for using each strategy. ELCC 1.2, 2.2, TAC 241.15 (b. 4, 5)

Create a statement of a personal vision of leadership after exploring assigned readings on the topic of

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VIII. Materials

- A. There is no required textbook for this course. The required readings for this course are provided in the Blackboard course.

B. Other Resources

Access the Lib Guide for EDLD 5333

URL: <http://libguides.lamar.edu/leadership>

Instructional Associates

Information about your Instructional Associate (IA) will be provided through an email. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. IA's routinely conduct inter-rater reliability to ensure equality of grading.

IX. Course Expectations

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity. The student can be found at <http://students.lamar.edu/student-handbook.html>.

A. Participation/Attendance

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information. *Self-plagiarism* is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines.

C. Special Accommodations

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the

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A. LU Connect Gateway

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LU Connect. Students may get information on how to get into LU Connect through the following links: Go to <http://www.lamar.edu/> and then click on the LU Connect link on the left top corner of the screen. Follow the steps to secure your LU Connect username and password. The LU Connect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your LU Connect account (setting up your account or email, username, and password issues), email us at myLamar@lamar.edu or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

B. Blackboard Learning Management System

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: blackboard@lamar.edu

Daytime Support: 409.880.2222

Tool Free: 1.866.585.1738

More Blackboard support information can be found at

<http://luonline.lamar.edu/blackboard-support/>.

C. Adobe Connect Web Conferences

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

D. Tk20 - Electronic Portfolio

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account

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course. Receiving an incomplete in the course may result in a hold on your enrollment in subsequent courses and an "I" automatically changes to an "F" at the end of the next semester. Do not take a chance. Be sure you have a TK-20 Account and be sure that you follow directions to submit any document or assignment to TK-20 as well as Blackboard.

Steps for completing a course binder to submit the Week 4 assignment in Tk20:

A link for instructions for completing a course binder is provided below:

<https://helpdesk.tk20.com/helpdesk/completing-a-course-binder-version-8/>

If you need additional assistance, please contact the **Lamar Tk20 helpdesk** at tk20@lamar.edu or call 409-880-7608 or 409-880-2126

XII. Drop/Add Policy

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

XIII. Incomplete Grade Policy

The professor **may** assign a grade of "I" (Incomplete) if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F.

Note: Any Incompletes must be successfully completed prior to enrolling in either EDLD 5397 or 5398.

XIV. Course Evaluation

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete

XV. Additional Course Information

A. Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

B. Academic Continuity Plan

In the event of an announced campus closure in excess of four days due to a hurricane

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Week 2	Texas Accountability System
	<p>Lecture: Texas Accountability System</p> <ol style="list-style-type: none"> Readings: TEA (2014). Data Analysis Guidance for the Texas Accountability Intervention System. TEA (2014). Needs Assessment Guidance for the Texas Accountability Intervention System. Ronka, D., Lachat, M.A., Slaughter, R., Meltzer, J. (2008). Answering the Questions That Count. <i>Educational Leadership</i>, 66(4), 18-24 <p>Complete the following Assessments-</p> <ol style="list-style-type: none"> Respond to the discussion prompt. Share the approach your campus has taken to train the staff in effective data use, or explain how you would manage this challenge if you were the principal/instructional leader. Due Day 4 (Thursday @ 11:59 p.m.) Assignment: Submit the "Mining for Data" assignment. Due Sunday @ 11:59 p.m.
Week 3	Data-Based Decision Making: Targeting and Addressing a Need
	<p>Lecture: Data-Based Decision Making</p> <p>Readings:</p> <ol style="list-style-type: none"> TEA (2014). Guidance for the Texas Accountability Intervention System (TAIS): Improvement Planning Guidance. TEA (2014). Campus Leadership Team Job Description. Texas Education Code (TEC 11.251). Critical Components of Campus Improvement Plans. Fullan, M. (2002). The change leader. <i>Educational Leadership</i>, 59(8), 16-20. U.S. Dept. of Education. (2007). <i>Understanding the NCLB Act: Scientifically Based Research</i>. Learning Point Associates. What Works Clearinghouse. (Copy and paste the URL in your browser) https://search.yahoo.com/yhs/search?p=what+works+clearinghouse&ci=UTF-8&hspart=mozilla&hsimp=yhs-002 This site is intended to help district and school leaders search for more specific research on programs that might work for their students. (Also, see the Lib Guide for more information on 'evidence-based' strategies, etc.) <p>Complete the following Assessments-</p> <ol style="list-style-type: none"> Discussion: You have read and reviewed the Texas Accountability Intervention Guidance documents on Data Analysis and Needs Assessment in week 2, and the Improvement Planning document in week 3. Which components did you find most valuable, and how would you use the information with your faculty? Cite

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	Go to the website shown below and follow the directions for uploading to TK20. https://helpdesk.tk20.com/helpdesk/completing-a-course-binder-version-8/
Week 5	Site-Based Decision Making
	<p>Lecture: Site-Based Decision Making</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Texas Education Code (TEC 11.251). Considerations for local implementation (of the site based decision-making process). 2. Richardson, M. (2005). Consensus leadership, <i>Principal Leadership</i>, 6(4), 32-35. 3. Elmore, R. F., & City, E. A. (2007). The road to school improvement. <i>Harvard Education Letter</i>, 23(3), 1-3. 4. Nye, K., & Capelluti, J. (2003). The ABCs of decision-making. <i>Principal Leadership</i>, 3(9), 8-10. 5. Reeves, D. B. (2007). How do you sustain excellence? <i>Educational Leadership</i>, 65(3), 86-87. <p>Complete the following Assessments-</p> <ol style="list-style-type: none"> 6. Discussion: What is the value of consensus building in the school improvement process, and how does your school go about the process of consensus building? Share strategies that have been successful at your school or another organization. <p>Initial post due Thursday, day 4 by 11:59 p.m.</p> <p>Final post to 2 colleagues is Friday, day 5 by 11:59 p.m.</p> <p>7. Assignments-</p> <ol style="list-style-type: none"> 1.) Reflections Part 1- SBDM Interviews 2.) Reflections Part 2- Campus Plan Going Forward: Next Steps. <p>Week 5 assignments due Friday, day 5 , by 11:59 p.m.</p> <p><u>This course ends of Friday, December 22.</u></p> <p>Self-Evaluation- Complete the Post Course Self-Evaluation</p>

FOR YOUR INFORMATION: RESOURCES for LUAP students

For questions regarding the following topics, contact the following:

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I. Course Prefix, Number, and Title EDLD 5335 Curriculum Management

II. Department Address

Department of Educational Leadership
Lamar University
P O Box 10034
Beaumont, TX 77710
Phone: (409) 880-8689
FAX: (409) 880-8685

III. Course Professors

A. Lead Professor

Name: David K. Wallace, Ph.D.
Title: Assistant Professor
Phone: (409) 880-8689 and (301) 802-1899 (Mobile)
Email: dwallace8@lamar.edu

Course sections: A01, A02, A03, A04, A05

- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team

Identify leadership strategies to facilitate site-based, teacher engaged, decision-making in campus improvement initiatives.
Identify instructional practices that can be used to address student differences in how they learn and perform on academic tasks.
Facilitate effective campus curriculum planning based on various factors related to instructional leadership, including data based decision-making, research-based practices, and learner-centered professional development.

B. Skill/Performance Outcomes

Identify and explain types of curriculum.
Identify and summarize the components of a state-required curriculum.
Analyze curriculum and learning requirements in the context of the TEA learning system.
Analyze and explain the elements of the "instructional core" and the seven principles associated with it.
Apply the principles of learner-centered instruction in the context of "how people learn" and "data-based decision making" in the organization of a staff development session.
Analyze learner-centered staff development and measurement in the context of the TEA learning system.
Analyze the all of the components of the TEA learning system and make suggestions for improvements.
Describe and critique the policy of a school board in regard to curriculum and instruction and its management.
Analyze state-generated data and a Campus Improvement Plan for the purpose of decision-making.
Describe the purpose and use of two curriculum management tools - curriculum auditing and curriculum mapping.
Demonstrate knowledge of the TEA learning system, data-based decision making learner-centered instruction, and campus improvement planning by finalizing a staff development session based on an identified campus need.
Demonstrate an understanding of ongoing, continuous improvement by revising a staff development session based on an identified campus need.
Create an action plan to improve local school district or campus performance on a component of the TEA learning system in the context of the "instructional core."
Reflect on the roles, responsibilities, and challenges of an instructional leader.

Students will be dropped, without refund, after the first week for non-participations.

B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased.

We understand that some student work is independent and some is collaborative. Please remember that even in collaborative assignments, students must submit original work. This means that two or more students may not submit assignments that are more than 15% plagiarized. It is the responsibility of each student to understand what constitutes plagiarized. Students will be held responsible for any incidences of plagiarism, accidental or not.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at www.lamar.edu/student-handbook.

C. Special Accommodations

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. For more information, visit the link <http://www.lamar.edu/disability-resource-center/>.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

D. Class Communication Guidelines

Graduate level discourse welcomes and respects differing opinions and perspectives. Our differences add richness to the learning experience. Each student is expected to use constructive and professional language and intention in all written / oral communication. Please refrain from sarcasm, humor, or any judgments of a personal nature toward any other individual. Debate and critique of ideas, concepts, and issues are invited.

Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution

A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date.

Students will need some additional free software for enhanced web browsing.

Be certain to download the free versions of the software. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

- Use Firefox (<https://www.mozilla.org/en-US/firefox/new>)
- Adobe Reader (<https://get.adobe.com/reader/>)
- Flash Player (<https://get.adobe.com/flashplayer/>)
- Java (<https://www.java.com>)

/ **Attention:** If you use 32-bit and 64-bit browsers interchangeably, you will need to install both 32-bit and 64-bit Java in order to have the Java plug-in for both browsers. »
FAQ about 64-bit Java for Windows

2. At a minimum, students must have Microsoft Office 2010 or newer or OpenOffice, or Student Office for Mac 2011 or newer. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Microsoft Office 365 is readily available for students. Students can either use this software package online or download and install it on their computer. To access MS Office 365, log into MyLamar and click the “Students” tab. Copying and pasting, along with attaching/uploading documents for assignment submission will also be required. If you do not have Microsoft Office or Student Office for Mac, you can check with the bookstore to see if they have any student copies.

D. LUConnect Gateway

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LUConnect. Students may get information on how to get into LUConnect through the following links: Go to <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding LUConnect account (setting up your account or email, username, and password issues), email us at LUConnect@lamar.edu or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

C. Blackboard Learning Management System

All assignments are due on the seventh day of the week, which is normally Sunday (11:59 PM CST).

C. Grading

In determining the final course grade, the following scale is used:

189 – 210 points = A

168 – 188 points = B

147 – 167 points = C (Unacceptable for graduate level credit)

Below 147 points = F

Students must have a cumulative 3.0 GPA to be able to graduate.

D. Field Observation Video Submission

All students are required to submit their Leading video in the EDLD 5335 Tk20 course binder by the end of Week 4. A Lamar clinical instructor will contact each student via an email letter during Week 1 explaining how they will be available to answer questions and review video submissions to be sure all the required components are in the video in TK20.

Important Grade Policy Related to Video Submission

- a. Students who do not submit their required video to TK20 in EDLD 5335 by the end of Week 4 will have their final grade lowered by one grade level.
- b. Students who do not submit their required video to TK20 in EDLD 5335 by the end of Week 5 will receive an F and must retake the course.

E. Discussion Board

Initial post is due on Thursday each week and 2 responses to colleague's post by end of week (11:59 CST).

F. Late Work Policy

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students unable to complete an assignment by the due date must contact the professor assigned to your section prior to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted. Discussion board assignments are not accepted late.

XII. Drop/Add Policy

This course is divided into five weeks. Each week's activities include readings of current research, lectures, and discussions with your colleagues, review of key concepts studied, and an assignment for you to apply the concepts discussed in the week.

Week 1	Conceptual Models and Frameworks
	<p>Introduction Video: Welcome and Course Overview</p> <p>Assignment: Pre-Course Self-Evaluation</p> <p>Lecture: Introduction to conceptual models and frameworks of curriculum.</p> <p>Assigned Readings:</p> <p>Glatthorn, Allen A. (2002). Aligning the curriculum. the principal as curriculum leader: shaping what is taught and tested, 2nd ed.</p> <p>Clarke, N. A., Stow, S., Ruebling, C., & Kayona, F. (2006). Developing standards-based curricula and assessments: Lessons from the field. <i>The Clearing House</i>, 79(6), 258-261.</p> <p>Legislative Budget Board. (2005). <i>Develop statewide curriculum guides and increase local accountability of curriculum management</i> (Texas School Performance Review).</p> <p>Leading the instructional core: an interview with Richard Elmore (2010). <i>In Conversation</i> (Newsletter of the Ontario Ministry of Education).</p> <p>Assignment:</p> <p>Part 1: Types of Curriculum and Their Meaning</p> <p>Part 2: Summary of Curriculum Requirements</p> <p>Part 3: Leading the Instructional Core</p> <p>Discussion Board:</p> <p>What curriculum types are common in your school?</p> <p>What are two key observations you have about the instructional core (Elmore)?</p>
Week 2	Learning-centered Principles
	<p>Introduction Video: Week 2 Overview</p> <p>Lecture: Review and discussion of learning-centered principles and examine state</p>

	<p>Part 2: Evaluating Board of Education Policy Part 3: Curriculum Management Tools</p> <p>Discussion Board:</p> <p>What has been your experience with Curriculum Management Audits and/or Curriculum Mapping Would your school district benefit from these curriculum management tools? Explain.</p>
Week 4	Instructional Leadership
	<p>Introduction Video: Week 4 Overview</p> <p>Lecture: Introduction to the role of instructional leader and curriculum management.</p> <p>Assigned Readings:</p> <p>The School Principal as Leader: Guiding Schools to Better Teaching and Learning. (2012). The Wallace Foundation.</p> <p>Pappano, Laura. (2011). Differentiated instruction reexamined: teachers weigh the value of multiple lessons. Harvard Education Letter</p> <p>Johnson, Lewis. (2013). What is a common assessment? RCS</p> <p>Culturally Responsive Differentiated Instruction. (2008). NYU, Steinhardt School of Culture, Education, and Human Development</p> <p>Assignment:</p> <p>Part 1: Leading Instruction Part 2: Individual Differences Part 3: Common Formative Assessments</p> <p>Discussion Board:</p> <p>What is your perspective about differentiated instruction? What are the pros and cons of developing common formative assessments?</p>
Week 5	Application of Concepts, Strategies, Tools

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I. Course Prefix, Number, and Title
EDLD 5339 The Principalship

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 Phone: (409) 880-8689
 FAX: (409) 880-8685

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Communication: Always know your SECTION number. You will be attending EDLD 5339 Section ? Always know your Instructional Associate, for that section. Always include your sections number in the subject title of all e-mails. **Spring 2018**

4. Assess how principals monitor and evaluate the management and operations systems of selected campuses. (TAC (f.), SBEC D-III, 9, ELCC 3.1)
5. Demonstrate the use of problem solving models and guiding questions to analyze and develop plans to address case studies in school leadership and management. (TAC (f), SBEC D- III, 8 & 9, ELCC 3.0)
6. Demonstrate an understanding of how to conduct a K-12 facilities safety and security audit (TAC (f.), SBEC III- 9, ELCC 3.3)

B. Performance Outcomes

Candidates will:

1. Conduct, reflect on, and summarize interviews of two principals from different campus levels regarding management of the master schedule, the campus budget process, and facilities/safety issues. (ELCC 3.2.,3.3, TAC f, SBEC D-III 8 & 9)
2. Compare and evaluate information gleaned from interviews on each topic: management of the master schedule, management of the campus budget process, and management of facilities. (TAC f, SBEC D-III 8 & 9, ELCC 3.3.2.,3.3)
3. Read assigned readings from the e-text, *The Principal: Creative Leadership for Excellence in Schools*, and complete written reflections guided by an assignment titled "What? So What? Now What?". (TAC b, c, d, e, f., g, & h, SBEC D-I, 1, 2, 3, D-III 8 & 9, ELCC 3.0)
4. Analyze case studies aligned with selected topics relevant to principal preparation. (TAC f., SBEC D-III, 8 & 9, ELCC 3.0,)
5. Participate in a weekly discussion group on selected case studies representing management problems which commonly occur in and around schools. (TAC b & f, SBEC D-I, 1, 2, 3, D-III 8 & 9, ELCC 3.0)
6. Conduct a K-12 District Facilities Safety and Security Audit Checklist: sections titled Demographics, Intruder, Risk Factors, Instructional (1 of 2), Instructional (2 of 2), and Administration (TAC (f.), SBEC D-III, 9, ELCC 3.3)

VII. Course Prerequisites

EDLD 5311.

VIII. Required Textbook:

Ubben, G., Hughes, L., Norris, C. (2016). *The Principal: Creative Leadership for Excellence in Schools*. Boston: Pearson. (8th edition)

Student Registration Instructions for EDLD 5339

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A. Other Resources

VIII. Instructional Associates

Information about your Instructional Associate (IA) will be provided through an email. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. Questions that are not resolved by the IA will be forwarded by the IA to the professors for resolution. We will communicate directly with the IA to answer these questions. IA's routinely conduct inter-rater reliability to ensure equality of grading.

Answers to most questions regarding the Masters in Ed. Leadership, Masters in Ed. Tech., and Principal Certification-Only can be found in the **Education Leadership Blackboard Orientation** course in Blackboard, including LCE, certification process, practicum videos, and interactive web conferences.

IX. Course Expectations

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity. The student can be found at <http://students.lamar.edu/student-handbook.html>.

A. Participation/Attendance

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information. *Self-plagiarism* is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines. **When in doubt, cite it.**

Post APA - Sample APA 6th Edition Paper for your sections: <http://owl.english.purdue.edu/owl/resource/560/18/>

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Communication: Always know your SECTION number. You will be attending ELD 5330 Section ? Always know your Instructional Associate for that section. Always include your sections number in the subject title of all e-mails. Spring 2018

Mozilla Firefox: <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft: <https://www.microsoft.com/enable/microsoft/mission.aspx>

Adobe Acrobat: <http://www.adobe.com/accessibility/products/acrobat.html>

X. Technology Prerequisites and Systems

Students are not required to have advanced technology training or skills in order to be successful in this course. They should, however, feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments. The system requirements for this course are:

A. LU Connect

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into LUConnect. Students may get information on how to get into LUConnect through the following links: Go to <http://www.lamar.edu/> and then click on the LUConnect link on the left top corner of the screen. Follow the steps to secure your LUConnect username and password. The LUConnect portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your myLamar account (setting up your account or email, username, and password issues), email us at myLamar@lamar.edu or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

B. Blackboard Learning Management System

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: blackboard@lamar.edu

Daytime Support: 409.880.2222

Tool Free: 1.866.585.1738

More Blackboard support information can be found at

<http://luonline.lamar.edu/blackboard-support/>

C. Adobe Connect Web Conferences

Each Monday @ 7 p.m. Central

Join the web conference <https://lamar.adobeconnect.com/adams5339/>

You do not need to download or purchase additional software to participate in the

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Communication: Always know your SECTION number. You will be attending EDLD 5339 Section ? Always know your Instructional Associate, for that section. Always include your sections number in the subject title of all e-mails. **Spring 2018**

B. Grading

In determining the final course grade, the following scale is used:

450 – 500 points = A

400 – 449 points = B

350 – 399 points = C

Below 350 points = F

Students must have a cumulative 3.0 GPA to be able to graduate.

C. Rubrics

Grading rubrics are included with each assignment.

D. Late Work Policy

Graduate students (especially aspiring leaders) are expected to meet deadlines.

Students unable to complete an assignment by the due date must contact the IA **prior** to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted. If submitted beyond the next week's assignment due date, a grade of **zero** will be assessed.

XII. Drop/Add Policy

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

XIII. Incomplete Grade Policy

The professor may assign a grade of "I" (Incomplete) if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F.

Note: Any Incompletes must be made up prior to enrolling in either EDLD 5397 or 5398.

XIV. Course Evaluation

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete.

XV. Additional Course Information**A. Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be

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XVI. Course Outline

Week 1	Creating a Vision of Leadership and Learning
	<p><u>Video Lectures:</u></p> <ol style="list-style-type: none"> 1. Introduction and Course Overview 2. The Value of Leadership: Five Core Functions of the Principal 3. Managing the Master Schedule <p><u>Assigned Activities</u></p> <ol style="list-style-type: none"> 1. Read Chapter 12 <i>Restructuring Time: Scheduling</i> (e-textbook pg. 244) Complete and submit a 'What? So What? Now What?' reflection assignment. 2. Read e-textbook chapter 2: The Learning Community, pg. 23 (Take the 5 Q quiz) <p><u>Additional Readings:</u></p> <p><i>The Schedule as a Tool to Improve Student Learning (article)</i> <i>Analysis of Block Scheduling (article)</i> <i>Mixing Block and Traditional Scheduling (article)</i></p> <ol style="list-style-type: none"> 3. Interview #1-Due week 2. Interview the principal or A.P of your campus regarding development of the master schedule, management of the campus budget, and management of facilities. Use the guiding interview questions provided in the assignment. 4. Complete and submit a 1/2 page summary of selected case study. Case study # 17, eText pg. 370, "Mike is the Best You Have". Use the guiding questions in the assignment. 5. Discussion board topic: Case study #17. (ELCC 3.2) Review this week's case study, and share your <i>initial</i> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4th day of the week and respond to two colleagues by the 7th day of the week. <p><u>Collaboration:</u></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues regarding the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences. You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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Week 3	Managing the Organization
	<p><u>View lectures:</u></p> <ol style="list-style-type: none"> 1. The School District Budget 2. School Budget Coding <p><u>Assigned Activities</u></p> <ol style="list-style-type: none"> 1. Read Chapter 13, <i>Fiscal Accounting, Budgeting, and Building Management</i> (e-textbook, pg. 270). Complete and submit a 'What? So What? Now What?' reflection Required Reading for Chapter 13. 2. Read eText Chapter 11: <i>Restructuring the Deployment of Instructional Personnel</i>, pg. 223 (Take the 5 Q quiz) 3. <i>Types of Budgeting</i> <p><u>Additional Resources to prepare for TeXeS exam:</u></p> <ul style="list-style-type: none"> *Every Student Succeeds Act (Title II funds-Teacher Quality) *Possible Fund Sources: Requirements for the Use of Title Funds. *State Compensatory Funds (SCE) Q&A *School Account Codes Chart <p>4. Submit Principal interview #2.</p> <p>5. Complete and submit case study. Topic: Finance. Case Study #3, eText pg. 362, 3. "<i>Don't Mess with My Budget</i>".</p> <p>6. Discussion board: Case study # 3. (ELCC 3.2) Review this week's case study, and share your <u>initial</u> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4th day of the week and respond to two colleagues by the 7th day of the week.</p> <p><u>Collaboration:</u></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues regarding the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences.</p> <p>You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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Week 5	Marketing Your School
	<p><u>Assigned Activities</u></p> <ol style="list-style-type: none"> 1. Read Chapter 15: Marketing the Schools (e-textbook, pg. 327). Complete and submit a <i>What? So What? Now What?</i> reflection assignment for Required Reading for Chapter 15: Marketing the Schools, pg. 327. 2. Read Technology Applications for School Management (e-textbook, pg. 297). Take the 5Q quiz. 3. Submit a case study. Case study #25, eText pg. 373, "Students Are Hanging Around in the Shops". 4. Course Reflections assignment: Submit a 1-2 page reflection. What knowledge have you gleaned from the case studies that you can apply in your current position? In a future administrative position? Your greatest strength? Greatest concern? Path forward? 5. Submit the K-12 District Facilities Safety and Security Audit Checklist assignment. 6. Discussion board: Case study # 25. (ELCC 3.1 & 3.3) Review this week's case study, and share your <u>initial</u> thoughts regarding how to address the issue(s) in the case study with your discussion board colleagues. Use the Guiding Questions from the Case Study Assignment. Post initial response by the 4th day of the week and respond to two colleagues by the 7th day. <p><u>Collaboration:</u></p> <p>Use the discussion board to review the thoughts and strategies of your colleagues that address the case studies. This is a time to share. There is not always only one way. Use the guiding questions from the Case Study Assignment to assist. Use the opportunity to share and learn from one another. You may wish to discuss the case studies with your principal, assistant principal, or other administrators to gather their insights and experiences.</p> <p>You may also want to discuss the readings and assignments in your professional learning group (dept. or grade level) at your campus to gain insights of colleagues.</p>

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Lamar University
College of Education and Human Development
Department of Educational Leadership

SYLLABUS



The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.

I. EDLD 5345 Human Resources Development

II. Department Address

Department of Educational Leadership Phone: (409) 880-8689
Lamar University FAX: (409) 880-8685
P O Box 10034
Beaumont, TX 77710

III. Lead Professor

Name: Cynthia Cummings, Ed.D.
Title: Assistant Professor and Director of Online Programs
Phone: 409-880-8689
E-mail: cdcummings@lamar.edu
Virtual Office Hours: Tuesday at 7:30 CST

SBEC Principal Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals;

(f) Strategic Operations. The principal:

- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;

VI. Course Outcomes

Performance Outcomes:

Candidates will:

- Review the Texas Administrative Code of Ethics for Educators, and through interviews and observations, analyze the application of the code of ethics on their campus and district.
- Find district local and legal policies and procedures regarding personnel and human resource development.
- From the lecture and review of personnel policies and procedures, identify types of questions that would be inappropriate in recruiting and/or interviewing prospective staff.

VIII. Materials

A. Textbook- No required textbook for this course.

VIII. Instructional Associates

Information about your Instructional Associate (IA) will be provided through an email. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. IA's continually conduct inter-rater reliability to ensure equality of grading. Any appeals concerning decisions made by the IA should be sent to the course professor.

IX. Course Expectations

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A. Participation/Attendance

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information. *Self-plagiarism* is when all work or partial work submitted in prior courses is submitted in the current course. This type of plagiarism is subject to regular plagiarism guidelines.

C. Special Accommodations

It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to equal educational opportunities. Students should contact Lamar University's Disability Resource Center for accommodations. The Disability Resource Center offers a variety of services designed to assure qualified students with disabilities including access to the university's activities, programs, and services. To receive academic adjustments and/or accommodations, contact the DRC Director at 409.880.8347 or visit the link <http://www.lamar.edu/disability-resource-center/> to make an appointment to submit documentation of disability and to discuss disability-based academic

instructor. Students not able to attend required live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: blackboard@lamar.edu
Daytime Support: 409.880.2222
After Hours Support: 1.866.585.1738

C. Adobe Connect Web Conferences

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

D. Tk20 - Electronic Portfolio

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, intern logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with Tk20, please call 409-880-2126 for the Tk20 help desk.
<http://lamar.tk20.com>

XI. Grading and Evaluation

***All assignments are due on the seventh day of each week relative to the start date of the course.**

Assignments: 100 points/weekly	Total: 500 points
Discussion Board: 20 points/weekly	100 points
Course Total	<hr/> 600 points

Grading

In determining the final course grade, the following scale is used:

540-600 points = A

480-539 points = B

420-479 points = C

Below 420 points = Unsuccessfully completed course

Total Points for course: 600

XVI. Course Outline

Week 1	Personnel Decisions
	<p>Lecture/Introduction Video:</p> <ul style="list-style-type: none"> • Introduction <p>Readings:</p> <ul style="list-style-type: none"> • Yaffe, D. (2015, February). Find, keep, cultivate THE BEST: A guide to recruiting and nurturing successful teachers. <i>District Administration, February 2015</i>, 31-34. https://www.districtadministration.com/article/find-keep-cultivate-best-teachers • Schaffhauser, D. (2014). The problem isn't teacher recruiting; It's retention. <i>THE Journal</i>. Retrieved from https://thejournal.com/articles/2014/07/17/the-problem-isnt-teacher-recruiting-its-retention.aspx • Tenuto, P. L., Gardiner, M. E., & Yamamoto, J. K. (2016). Leaders on the front line - managing emotion for ethical decision making: A teaching case study for supervision of school personnel. <i>Journal of Cases in Educational Leadership</i>, 19(3), 11-26. doi:10.1177/1555458916657123 <p>Assignment: Due on the 7th day of week 1 (11:59 CST) Week 1 Assignment, Part 1: Teacher Recruitment and Retention Week 1 Assignment, Part 2: Teacher Contracts; Renewal & Nonrenewal Week 1 Assignment, Part 3A: Ethical Practices: Case Study Week 1 Assignment, Part 3B: Ethical Practices: Code of Conduct Overview</p> <p>Discussion 1: Initial post due on Thursday each week and 2 responses to colleague's post by end of week1 (11:59 CST)</p> <ul style="list-style-type: none"> • How do you define ethics? • <u>Regarding personnel and staffing (human resources)</u>, in what ways do you think that your personal code of ethics may be tested in a school leadership position? • <u>Regarding personnel and staffing (human resources)</u>, how would your personal code of ethics guide your decision making as a school leader
Week 2	<p>Revisiting the Widget Effect: Teacher Evaluation Reforms and the Distribution of Teacher Effectiveness</p>
	<p>Lecture/Introduction Video:</p> <ul style="list-style-type: none"> • Introduction <p>Readings: (List)</p> <ul style="list-style-type: none"> • Kraft, M.A. & Gilmour, A.F. (2016). Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness. Brown University Working Paper • Templeton, N. R., Willis, K., & Hendricks, L. (2016). The Coaching Principal: Building teacher capacity through the Texas teacher evaluation and support system

	<p>Discussion3: Initial post due on Thursday each week and 2 responses to colleague's post by end of week3 (11:59 CST)</p> <ul style="list-style-type: none"> • What was your definition of cultural competence before this course? • Describe your awareness of cultural competence in your school setting. • What strategies can you use to promote a transition towards cultural proficiency on your campus?
Week 4	Organizational Leadership, Decision-Making and Problem Solving
	<p>Lecture/Introduction Video:</p> <ul style="list-style-type: none"> • Introduction <p>Readings: (List)</p> <p>Assignment: Due on the 7th day of week 3 (11:59 CST)</p> <ul style="list-style-type: none"> • Week 4 Assignment, Part 1: HR Organization Leadership Interview and Reflection • Week 4 Assignment, Part 2: Article Critique <p>Discussion4: Initial post due on Thursday each week and 2 responses to colleague's post by end of week4 (11:59 CST)</p> <ul style="list-style-type: none"> • How does a principal develop decision making and problem-solving skills? • Are those skills that an administrator must instinctively have? • Do they come with experience? • As an aspiring administrator, what do you feel are your strengths and weaknesses in terms of decision making and problem solving?
Week 5	Budgeting, Resource Allocation and Financial Management



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I. Course Prefix, Number, and Title EDLD 5352 Instructional Leadership

II. Department Address

Department of Educational Leadership
Lamar University
P O Box 10034
Beaumont, TX 77710
Phone: (409) 880-8689 FAX: (409) 880-8685

III. Course Professors

A. Lead Professor

Name: David K. Wallace, Ph.D.
Title: Director Masters Program and Certifications/Assistant Professor
Phone: (409) 880-7125
Email: dwallace8@lamar.edu

Course sections: A01, A02, A03, A04, A05

IV. Course Description

This course emphasizes techniques for improving instruction and learning through the application of the research on effective schools and on models of instruction. Topics include leadership related to curriculum, instruction, supervision, meeting the need of diverse students, and theories and methods for adult learning and professional development. The principal as the leader of learning involves such tasks as teacher evaluation, supervision, mentoring, and effective communication.

V. Standards

ELCC Standards

ELCC Standard 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC Standard 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC Standard 2.2 Candidates understand and can create and evaluate comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC Standard 2.3 Candidates understand and can develop and supervise the instructional capacity of school staff.

ELCC Standard 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment.

Texas State Board for Education Certification (SBEC) Principal Standards (2016)

19 TAC Chapter 241, Principal Certificate, §241.15 Standards Required for the Principal Certificate

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and

(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;

(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;

(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;

VI. Course Outcomes

A. Learning Outcomes

- Conducts interviews with SBMT to determine needs of continuous improvement plan
- Analyzes local district policy to determine professional development goals and outcomes
- Conducts school climate survey to gather data for professional development plan
- Writes an instructional leadership professional development plan that addresses priorities for continuous school improvement, instructional improvement, school culture, technology uses in teaching and learning, job-embedded professional development.

B. Skill/Performance Outcomes

IX. Course Expectations

Students are expected to review the course syllabus prior to completing any course activity. Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings. Student work is expected to be submitted in the required format for each assignment, follow directions and rubrics in order to receive maximum points. When working in groups, all members of the group are expected to fully participate in the activity. It is the student's responsibility to maintain appropriate equipment and access to the online environment in order to fully participate in the class.

Student conduct regulations, as found in the Lamar University *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all university regulations. The student can be found at <http://students.lamar.edu/student-handbook.html>.

A. Participation/Attendance

Students are expected to log into the current course on the first day of the first week of the session (normally a Monday). Students will be dropped, without refund, after the first week for non-participations.

B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This includes plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased.

We understand that some student work is independent and some is collaborative. Please remember that even in collaborative assignments, students must submit original work. This means that two or more students may not submit assignments that are more than 15% plagiarized. It is the responsibility of each student to understand what constitutes plagiarism. Students will be held responsible for any incidences of plagiarism, accidental or not.

University policy on academic dishonesty, including plagiarism, cheating, and collusion, may be found in the *Student Handbook* published online at www.lamar.edu/student-handbook.

C. Special Accommodations

- Download and install software or plug-ins such as Adobe Reader, Window Media Player or Flash.
- Use e-mail, including attaching and downloading documents/files from e-mail.
- Save files in commonly used word processing formats (.doc, .docx, .rtf).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

The system requirements for this course are:

A. Computer/Technology Requirements

1. Students will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - Any current Flash-compliant browser (recent versions of Firefox or Safari)
 - 4 GB of RAM, 8 GB or more preferred
 - ****Please note that Blackboard may not support Internet Explorer or Chrome.**
 - Broadband connection (cable modem, DSL, or other high speed) required – courses are heavily video intensive
 - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
 - A sound card and speakers or headphones
 - Current anti-virus software must be installed and kept up to date.
 - Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
 - Use Firefox (<https://www.mozilla.org/en-US/firefox/new>)
 - Adobe Reader (<https://get.adobe.com/reader/>)
 - Flash Player (<https://get.adobe.com/flashplayer/>)
 - Java (<https://www.java.com>)
 - **Attention:** If you use 32-bit and 64-bit browsers interchangeably, you will need to install both 32-bit and 64-bit Java in order to have the Java plug-in for both browsers. » [FAQ about 64-bit Java for Windows](#)
2. At a minimum, students must have Microsoft Office 2010 or newer or OpenOffice, or Student Office for Mac 2011 or newer. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

Tk20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required signature assessments, practicum logs, mentor evaluations and other documents are archived through the Tk20 secure portal. All signature assessments will be graded via Tk20, available at <http://lamar.tk20.com>. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. For assistance with purchasing or using Tk20, contact the Lamar Tk20 helpdesk at tk20@lamar.edu or call 409-880-7608.

XI. Grading and Evaluation

A. Schedule of Classes

Spring AP2 2018 February 26 – April 1

Week 1 – Monday February 26 – Sunday, March 4
 Week 2 – Monday March 5 – Sunday, March 11
 Week 3 – Monday March 12 – Sunday, March 18
 Week 4 – Monday March 19 – Sunday, March 25
 Week 5 – Monday March 26 – Sunday, April 1

B. Assignments

Assignments	Points
Week 1 Assignment and Discussion Board	30
Week 2 Assignment and Discussion Board	30
Week 3 Assignment and Discussion Board	50
Week 4 Assignment and Discussion Board	30
Week 5 Assignment and Discussion Board	110
Total Points for course	250

All assignments are due on the seventh day of the week, which is normally Sunday (11:59 PM CST).

C. Grading

In determining the final course grade, the following scale is used:

226 – 250 points = A

201 – 225 points = B

176 – 200 points = C (Unacceptable for graduate level credit)

Below 176 points = F

XIII. Incomplete Grade Policy

At the discretion of the course professor, a grade of "I" (Incomplete) may be assigned if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student's control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The student will have until the end of the following semester to complete and submit all required assignments. If not completed and submitted by this deadline, the grade will automatically change to an F. Please note that any course grade that changes to an F will not be subject to a grade change. **Note:** Any Incompletes must be resolved prior to enrolling in either EDLD 5397 or 5398.

XIV. Course Evaluation

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete. In addition, course evaluation information and instructions are available in your Practicum Orientation Course.

XV. Additional Course Information

A. Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

B. Academic Continuity Plan

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage <http://www.lamar.edu> for instructions about continuing courses online

	<p>Assessment</p> <p>Discussion: What are two challenges you, as an instructional leader, may encounter with building a culture of continuous improvement in schools, and what suggestions do you have to overcome them?</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Part 1 – Build a deep understanding of the concept – Continuous School Improvement • Part 2 - Interview Leaders in Your School • Part 3. Construct your personal vision (perspective, point of view) about a culture of continuous school improvement.
Week 2	School Culture
	<p>Introduction Video: Overview of Instructional Leadership and School Culture.</p> <p>Lecture: Introduction to the role of instructional leader in guiding assessing and guiding collaborative school culture.</p> <p>Required Readings</p> <ul style="list-style-type: none"> • <u>School Culture and Climate</u> <ul style="list-style-type: none"> ◦ Citation: Gruenert, S. (2008, March/April). School American Association of School Administrators. Retrieved from https://www.naesp.org/resources/2/Principal/2008/M-Ap56.pdf • <u>Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive</u> <ul style="list-style-type: none"> ◦ Citation: TNTP Reimagine Teaching. (2012, March 27). Greenhouse schools: how schools can build cultures where teachers and students thrive (White Paper). Brooklyn, NY. Retrieved from http://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf

	<p><u>0Building%20Cultural%20Competence.pdf</u></p> <ul style="list-style-type: none"> • <u>Technological, Pedagogical, and Content Knowledge</u> <ul style="list-style-type: none"> ◦ Citation: Anderson, M. (2013, May 28). Technological, pedagogical, and content knowledge. ICT Evangelist. UK. Retrieved from http://ictevangelist.com/technological-pedagogical-and-content-knowledge/ • <u>ISTE Standards</u> <ul style="list-style-type: none"> ◦ Citation: International Society for Technology Standards. (2016). ISTE standards. Arlington, VA. Retrieved from http://www.iste.org/standards/iste-standards <p>Media/Resources: Introduction videos</p> <p>Assessment</p> <p>Discussion: One of the videos and one of the articles discuss TPACK. What are two insights you have about implementing the TPACK approach? What are one advantage and one disadvantage?</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Part 1: Implement strategies to establish high expectations in classrooms • Part 2: Examine instructional frameworks and strategies for 21st Century learning • Part 3: Examine principles and strategies for instruction that embraces cultural competence
Week 4	Professional Development
	<p>Introduction Video: Overview of Instructional Leadership and Professional Development</p> <p>Lecture: Introduction to the role of instructional leader in guiding professional development in schools.</p> <p>Readings:</p> <ul style="list-style-type: none"> • <u>Teacher Development Research Review: Keys to Educator Success</u> <ul style="list-style-type: none"> ◦ Citation: Vega, V. (2015, November 1). Teacher development research review: keys to educator success. Edutopia, Teacher Development Research Review: Evidence-based Practices and Programs. Retrieved from www.edutopia.org/teacher-development-research-keys-success • <u>School Wide Teacher Growth and the Road to Continuous Improvement</u> <ul style="list-style-type: none"> ◦ Citation: McCollough, S. (2014, March 8). School wide teacher growth and the road to continuous improvement. American Board for Certification of Teacher Excellence.

<https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx>

- Texas Teacher Evaluation and Support System: Documentation Recommendations
 - Citation: Texas Education Agency. Texas teacher evaluation support system: campus phase-in guide. (2016, February 7). Austin, TX. Retrieved from <https://teachfortexas.org/Navigation/OverviewResources/tabid/1288/Default.aspx>

Media/Resources: Introduction video

Assessment

Discussion: The article, Why Professional Development Matters, in this week's readings, identifies what makes professional development effective. Identify 2 things that make professional development effective that you plan to use in your professional development plan this week and clarify why.

Assignment

Construct comprehensive professional development plan including all the elements, vision, goals, objectives, activities, resources, monitoring and evaluation strategies.



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

Department of Educational Leadership

EDLD 5398 Internship for Principal and Technology Leader

Syllabus

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.

Department: Educational Leadership
Course Number: EDLD 5398 (3 credit hours)
Course Title: Internship for School Principal and Educational Technology Leadership
Contact: Lamar University, P.O. Box 10034, Beaumont, TX 77710; (409) 880-8689
Website: See the Ed Leadership Department Web Site for latest certification and internship information
Instructors: Dr. Gary E. Martin

Your Professor and Instructional Associate will contact you via email with contact information and weekly overviews. Additional information will be provided in course announcements, email from your Instructional Associate, and web conferences. If you have any questions, please contact your instructional associates or instructor by email.

Course Description

The Internship for Principal is the capstone course for the Masters of School Administration and Masters of Educational Technology Leadership and the Principal Certification-Only programs.

Course Schedule

Assignments are listed below for each of the five weeks. It is very important that you submit the assignments by the due date AND **submit in the correct locations**. Some assignments will need to be submitted twice – once in Blackboard (Bb) and a second submission in the Tk20 5398 Course Binder. The following documents and uploads will be submitted in the Tk20 5398 Course Binder.

1. Campus Mentor Information v.2
2. 5398 Interactive Web Conference Reflection
3. Final Practicum Log
4. Comprehensive Exam Part 1
5. Comprehensive Exam Part 2
6. Comprehensive Exam Part 3
7. Comprehensive Exam Part 4
8. Action Research (Masters) or School Community Project (Certification-only)

Students may Submit their Tk20 5398 Course Binder once all items have been completed and uploaded. Due dates and submission requirements are listed below.

Week 1 Assignments: (Due at 11:59 p.m. on the seventh day of Week 1)

The purpose of much of this week's assignment is to allow each student time to plan and begin work for submitting all documentation needed to complete the degree or certification program.

During week 1, you will:

1. Submit the EDLD Campus Mentor Information artifact in Tk20. DO NOT UPDATE an older artifact, it MUST be a NEW artifact. Go to Tk20 and click on Artifacts. Choose the EDLD Campus Mentor Information V2 artifact from the drop-down menu. Complete the information and Save. You do NOT need to attach to anything. It is VERY IMPORTANT that you submit and verify this by the end of Week 1.
2. Post your information addressing the Week 1 Discussion prompt and post responses to at least two other students' postings. For optimal learning, read all postings
3. Submit the Comprehensive Exam Part 1 to Bb. Submit it also to the Tk20 5398 Course Binder when you receive it in Week 2. NOTE: Part 1 has four sections, be sure to complete all four sections of the Part 1 exam.
4. (Masters Students) Work on the Action Research Report due in Week 2. The length of the report may vary according to the need to cover relevant information in each of the sections. Typical reports are 7-10 pages.
(Principal Certification-Only students) Work on completion of the School / Community Project Plan due in Week 2.
5. Submit the Practicum Log to Bb and the Tk20 5398 Course Binder when you receive it in Week 2, if completed
6. Review all Tk20 Practicum Portfolio tabs to ensure completion of all required artifacts, i.e., interactive web conferences, observation videos, log, etc. It will not submit with empty place holders.
7. Check your Official grades in Banner to verify no "I" or "F" grades remain on your transcript.

Note: Each student will need to **plan ahead** for some assignments in later weeks. These include meeting with your site mentor, signing up for your final practicum coach web

3. For students seeking a Texas Principal Certificate, submit the Application (in Tk20) to take the State exam as soon as possible. It is highly recommended that you take the State Exam while the information is fresh in your mind.
<https://education.lamar.edu/educational-leadership/graduate-programs/certification-checklist.html>
4. For Masters students graduating, complete the graduation application. It will be sent to you at your Lamar email address and posted in your Banner account. Your certification application can only be accepted after your degree is conferred.
5. For Principal Certification-Only students, your grade should post approximately two weeks after the course ends. Then you may apply for certification through Tk20.

Week 5 Discussion / Sharing Learning with Others

Post recommendations for improvements to the internship/practicum experience.

Grading Policy

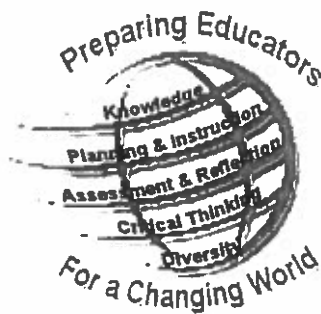
Grading Rubric	Accomplished 3	Proficient 2	Needs Improvement 1	Unacceptable 0
Weeks One				
Comprehensive Exam Part 1	50	20	15	0
Week 1 Discussion Board.	20	17	14	0
Week Two (Masters students)				
Action Research Report:	100	80	60	0
Week 2 Discussion Board.	20	17	14	0
Week Two (Cert-Only students)				
Week 2 School/Community Plan	100	80	60	0
Tk20 Practicum Portfolio	60			0
Week 2 Discussion Board.	20	17	14	0
Week Three				
Comprehensive Exam Part 2	25	20	15	0
Practicum Plan Log	50			0
Practicum Coach Conference	25			0
Week 3 Discussion Board.	20	17	14	0
Week Four				
Comprehensive Exam Part 3	25	20	15	0
PCPSE	30			0
Week 4 Discussion Board.	20	17	14	0
Week Five				
Comprehensive Exam Part 4	25	40	30	0
LCE Exam	9-10	8	0	0
Week 5 Discussion Board.	20	17	14	0
Totals	A/450-500	B/400-449	C/350-399	F/Below 350

General Assessment Criteria for All Student Work The professor and IA's ask the following questions in assessing student work in this course:

- How well does the student work address the criteria in the rubric?
- Was the student work completed in a timely manner?
- Does the student work exhibit intellectual honesty and commitment?
- Does the work exhibit professional masters' level writing?

Lamar University
College of Education and Human Development
Department of Educational Leadership

SYLLABUS



The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for "self-learning" and lifelong learning", that will equip them to encounter problems and change with confidence.

I. Course Prefix, Number, and Title

EDLD 5344—School Law

II. Department Address

Department of Educational Leadership
Lamar University
P O Box 10034
Beaumont, TX 77710
Phone: (409) 880-8689
FAX: (409) 880-8685

III. Lead Professor

Name: Dr. Jimmy R. Creel
Title: Assistant Professor
Phone: 979-229-6606

EDLD 5344
Syllabus—February, 2016

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	(e8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity.	
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	
6.1 Candidates understand and can advocate for school students, families, and caregivers.	
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment	
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.	

VI. Course Outcomes

Students who complete this course will be able to:

- Recognize various sources and authority for laws that impact education. (ELCC: 1.4, 3.3, 5.1, 6.1, 6.2; TExES/SBEC: e8, b5, f6)
- Affirm policies and decisions that ensure equal educational opportunities for all students (i.e. minorities, handicapped, homeless, special circumstances, etc.) (ELCC: 3.1, 3.3, 5.4; TExES/SBEC: f6, e6, b1)
- Recognize and apply legal principles and guidance related to student rights and employee rights in the school environment. (ELCC: 5.1, 5.3, 6.1, 6.2, 6.3; TExES/SBEC: f1, e6, b1, e8)
- Apply Court Holdings and Landmark Decisions to Educational Circumstances (ELCC: 5.3, 6.2, 6.3; TExES/SBEC: b1, b5, e8)

A. Learning Outcomes

- Identify and give examples of the major sources of authority for school law. (ELCC: 6.2, 6.3; TExES/SBEC: f6; TEA: Competency 003, 005, 009)
- Understand and explain appropriate school governance roles at the federal, state, and local levels. (ELCC: 3.1, 5.1; TExES/SBEC: f1, f6; TEA: Competency 003, 007, 008).
- Examine the relationship between IDEA and ESEA and outline the IEP development

- C. All of your weekly reading assignments with the exception of Week Two will come from your on-line textbook. During Week Two, you will have a reading assignment from your on-line textbook and a periodical article. The article will be provided for you.
- D. You will be expected to view one or more video presentations during each week of the course. These presentations are included in the Blackboard Weekly Course Presentation.

VIII. Instructional Associates & Weekly Overviews

Information about your Instructional Associate (IA) will be provided through the course announcement page in Blackboard and through the Weekly Overview. You are responsible for reading the Weekly Overview carefully each week and you are responsible for the information provided in each Overview. Questions concerning assignments, submissions, due dates, etc. should be sent to the IA. Questions concerning Tk20 or Blackboard should be directed to Tk20 or Bb help. IA's routinely conduct inter-rater reliability to ensure equality of grading.

IX. Course Expectations

Student conduct regulations, as found in the Lamar University-Beaumont *Student Handbook*, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, University disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all University regulations. All student work is independent and is not considered a portion of a cohort, team or other participatory activity. The student handbook can be found at <http://students.lamar.edu/student-handbook.html>.

A. Participation/Attendance

Students are expected to participate in the discussion forum and keep current with the course schedule, assignment due dates, and assigned readings.

B. Academic Honesty

Academic honesty is expected on all assignments. All work submitted must be your own work. This expectation addresses plagiarism of both published and unpublished information. Clearly cite references when using another's ideas and use the American Psychological Association (APA) 6th Ed. for referencing both in the body of a paper and reference section. Plagiarism is not just copying another's work, but it also occurs if you do not cite information that is paraphrased. Take notes on a reading assignment and summarize it in your own words to demonstrate to the instructor that you understand the information.

Self-plagiarism occurs when all work or partial work submitted in prior courses is

X. Technology Prerequisites and Systems

Students are not required to have advanced technology training or skills in order to be successful in this course. They should, however, feel confident about their ability to navigate through typical websites and to use common word processing software in order to submit written assignments. The system requirements for this course are:

A. MyLamar Gateway

Students are asked to obtain a Lamar Electronic Account user name and password so they can log into MyLamar. Students may get information on how to get into MyLamar through the following links: Go to <http://www.lamar.edu/> and then click on the MyLamar link on the left top corner of the screen. Follow the steps to secure your MyLamar username and password. The MyLamar portal will be used for email correspondence between the professor and the class and to access this course in Blackboard.

For questions regarding your myLamar account (setting up your account or email, username, and password issues), email us at myLamar@lamar.edu or call us at 409-880-2222, 8:00am to 5:00pm, Monday through Friday.

B. Blackboard Learning Management System

This course is asynchronous and fully online using the Blackboard (Bb) Learning Management System. Please take some time to navigate the tabs in Bb. Some live weekly sessions may be scheduled through Adobe Connect at the discretion of the instructor. Students not able to attend live sessions are expected to view the recording. All technical support questions (including password questions) for Blackboard should be addressed to Blackboard via one of the methods below:

Email: blackboard@lamar.edu

Daytime Support: 409.880.2222

After Hours Support: 1.866.585.1738

More Blackboard support information can be found at

<http://uonline.lamar.edu/blackboard-support/>.

C. Adobe Connect Web Conferences

You do not need to download or purchase additional software to participate in the conference. However, a headset with microphone and Web camera are preferred equipment. You will be provided with an Adobe Connect link to access the web conferences, if needed. You will not need a username or password when logging into Adobe Connect. Please log in as a guest and enter your name and section number.

You can access Adobe Connect by going to <http://lamar.adobeconnect.com>.

D. Tk20 - Electronic Portfolio

G. Late Work Policy

Graduate students (especially aspiring leaders) are expected to meet deadlines. Students who may be unable to complete an assignment by the due date must contact the IA prior to foreseen events or immediately following unforeseen events. A 10% deduction from the final grade will occur for each day the assignment has not been submitted.

XII. Drop/Add Policy

As a student, it is your responsibility to make sure you are officially enrolled in this course. If you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop, will earn an F for the course.

XIII. Incomplete Grade Policy

The professor may assign a grade of “I” (Incomplete) if the student is unable to complete course requirements due to medical issues, family emergencies, or life events beyond the student’s control. Procrastination or failure to plan a balance between work and program do not apply. Students must inform the professor of circumstances meeting the requirements for an Incomplete prior to the end of the course. The section professor MAY, at his/her discretion, agree to issue a grade of incomplete if the professor views the circumstances as being beyond the student’s control. However, the decision to grant an “I” or not grant an “I” rests with the appropriate section professor. If an “I” is issued, the student will have until the end of the following semester to complete and submit all required assignments. If all course requirements are not completed and submitted by this deadline, the grade will automatically change to an F. **Note:** Any Incompletes must be made up prior to enrolling in either EDLD 5397 or 5398.

XIV. Course Evaluation

It is the right and the responsibility of each student to complete the course evaluation. An email will be sent by the university with directions and timelines to complete.

XV. Additional Course Information

A. Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

B. Academic Continuity Plan

	<p>Assignment 1: Develop a paper that includes at least one, but no more than two paragraphs, for each of the following questions and statements:</p> <ol style="list-style-type: none"> 1. What are the elements of an IEP and who provides input into the development of the plan? 2. How are teachers and other appropriate personnel made aware of the IEP for a special education student? 3. Explain the term "accommodations" as it relates to an IEP and give examples of possible accommodations used to ensure an appropriate education for special education identified students. —40 Points
Week 3	Student Rights: Due Process, Expression, Privacy, Conflict Resolution
	<p>Video Lectures: Student Rights: Due Process Student Privacy Rights Student Speech and Expression Conflict Resolution</p> <ul style="list-style-type: none"> • Readings: Chapter 8, "Student Discipline", pp. 304-335 in the Electronic Version of your textbook. <p>Walsh, Jim; Kemerer, Frank; Maniotis, Laurie. (2014). <i>The Educator's Guide to Texas School Law</i> (Eighth ed.). Austin, Texas: University of Texas Press.</p> <p>Assessment</p> <p>Discussion 1: Respond to a scenario in which student expression is an issue and respond to two postings by classmates.— 20 Points</p> <p>Assignment 1: Respond to 3 student discipline scenarios using knowledge from lectures, reading, and discussion to comply with state and federal laws.—40 Points</p> <p>Mid-Term Exam—Take the exam during the exam window (Thursday—Sunday)—100 Points</p>
Week 4	Teacher Rights and Responsibility
	<p>Video Lecture: Teacher Rights and Responsibility</p> <ol style="list-style-type: none"> 1. Readings: The Educator's Guide to Texas School Law, 8th Edition. Chapter 4, pages 132-183. (Your Textbook) <p>Assessment</p> <p>Discussion 1: Write a paragraph identifying an "Academic Freedom" issue that has occurred at your campus or in your school district. Comment on two postings from classmates. —20 Points</p> <p>Assignment 1: Develop an acceptable use policy for teacher/student communication via electronic social media.—40 Points</p>
Week 5	Landmark Cases & Impact on Education
	<p>Video Lecture: Landmark Cases and Influential Cases</p> <p>Complete Post-Course Quiz—Ungraded Activity</p> <p>Readings: Chapter Ten, pp. 383-421 in your electronic textbook, <i>The Educator's Guide</i></p>



LAMAR UNIVERSITY

Course Syllabus

**College of Education and Human Development
"Preparing Educators for a Changing World"**

**Department of Educational Leadership and Technology
EDLD 5397 Internship for Supervision**

The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for "lifelong learning" and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

Department: Educational Leadership
P.O. Box 10034
Beaumont, TX 77710
Course Number: EDLD 5397 (3 credit hours)
Course Title: Practicum/Internship for Supervision

Professor:

Dr. Daryl Ann Borel
Clinical Instructor
Phone: 409. 880.7709 (office)
Email: darylann.borel@lamar.edu

Course Description

Practicum/Internship for Supervision is the first of two courses on the practicum. The course is designed to assess progress, revise plans (if appropriate), and prepare for the second half of the 18-month practicum under the joint supervision of a school district mentor and faculty of Lamar University.

The course is required for all students in the Masters of School Administration and Masters of Educational Technology at the halfway point (7th course) in the degree program.

EDLD 5397 Practicum/Internship for Supervision

Textbooks

For Masters of Educational Administration and Masters of Educational Technology Leadership students:

- 1) American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
(ISBN: 978-1-4338-0561-5)
(This book is used throughout the program)
- 2) Martin, G.E., Danzig, A.B., Wright, W.F., Flanary, R.A. & Brown, F. (2012). *School leader internship: Developing, monitoring, and evaluating your leadership experience*, (3rd ed.). Larchmont, NY: Eye on Education.
(ISBN: 978-1-59667-203-1)
- 3) Mertler, C. A. (2014). *Action research: Improving schools and empowering educators*. Los Angeles, CA: Sage.
(This book was used in EDLD 5301 and is a reference for this course.)

Supplementary Textbooks

Sherman, R., & Mixon, J. R. (2009). *The principal's companion: A workbook for future school leaders* (3rd ed.). Lanham, MD: University Press of America, Inc.

Course Outcomes

Learning Outcomes:

Candidates will:

1. Understand the importance of using reflection to enrich communication on the Discussion Board.
2. Become knowledgeable of the ELCC, ISLLC, SBEC (Texas) and ISTE/NETS Coaching Standards, including domains, competencies, and indicators.
3. Understand the importance of learning from reflection during the practicum, research project, and professional career.
4. Identify progress and gaps in mastery of the national standards and/or state competencies in Internship/practicum plan.
5. Identify importance and proficiency of National Education Technology Standards for Administrators.
6. Become knowledgeable of the ten leadership skills by completing a leadership skill assessment.
7. Become familiar with APA style and IRB guidelines.
8. Be familiar with strategies for the dissemination of their research findings and know appropriate audiences.
9. Become knowledgeable of intern/practicum experiences from others that led to increased knowledge and/or skill.
10. Be knowledgeable of accepted protocol for writing a concise research question and/or school problem statement.
11. Understand the benefits of peer editing.
12. Understand the requirements for writing a professional Action Research Report.
13. Know accepted format(s) for publishing action research findings.
14. Understand the importance of solving and handling problems and issues faced by principals in the daily management of schools.
15. Understand the process of documenting leadership accomplishments through the use of logs.

professional testing and certification recommendations will be collected, processed or archived through the Tk20 secure portal.

It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use Tk20. The account activation fee is considered a professional expense incurred as part of an educator preparation program. The user account may be utilized for seven years from the activation date.

You are required to submit and upload artifacts to your TK20 course binder at the end of week 5. Failure to submit the required documents will result in receiving an "I" or "F" in the course and the student will be placed on "Academic Hold."

Also, a zero will be recorded in Blackboard for assignments until the associated required document is submitted to Tk20.

Late Work

All assignments are due by 11:59 pm on 7th day of each course week. Late work will not be accepted except in extremely unusual circumstances and must be approved by your Professor(s) or Instructional Associates **PRIOR** to due dates. A maximum 2-day "grace period" will be granted for extenuating circumstances. After the "grace period," assignments will incur a 10% deduction for each day the assignment is late. No work will be accepted more than one week after the due date. **There will be no "grace period" for Week 5.** No assignments will be accepted after the last day of the course. Late assignments if granted, will incur a 10% deduction for each day the assignment is late. Acceptance of late assignments without prior approval is at the discretion of the professor with appropriate penalty assessed. Discussion board posts will **not** be accepted late and will not be granted a "grace period" for extenuating circumstances!

Special Accommodations:

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Class Participation:

Students are expected to follow the course schedule, meet assignments and reading deadline dates. Student work is expected to be submitted in the required format for the assignment. Follow the

fashion. The Lamar tech support can guide you through the simple process of setting up email to be forwarded regularly.

Practice good email etiquette.

- Always include a meaningful subject line. Include your Course and Section in the subject line.
- Use standard fonts.
- Always be polite and respectful. Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. You are dealing with real people on the other end.
- Read your message before you send it. Make sure you come across as respectful, friendly, and approachable.
- Respect the privacy of other class members.

Time Management:

Time management may be the biggest factor in succeeding in an online course. An online course can take a considerable amount of time. For this reason, you should begin the To Do List for each week early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you the opportunity to work out problems or get assistance if needed.

Problems:

Questions and problems are likely to come up during the course. When they do, contact your Instructional Associate or Professor(s) as soon as possible. Problems are generally easier to deal with when they are small. Your Instructional Associate is your primary point of contact.

Drop:

It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. Drops after the course begins may carry financial penalty in that full reimbursement may not be possible. Refer to the Critical Dates calendar (<http://luonline.lamar.edu/files/documents/luonline/graduate-folder/med-5-and-15-week-calendar-of-critical-dates.pdf>). For further information, contact luacademic@lamar.edu.

Attendance, Assignment, and Make-up Requirements:

All students are expected to log into the course on the first day of the first week of the course. Students will be dropped after the first week for non-participation. All assignments are due on the dates provided in the courseware. Late/make-up assignment due dates will be determined by the Professor.

Discussion Board: All students are expected to contribute to the Discussion Board. Discussion Board posts will not be accepted late and there will be no "grace" period extended for Discussion Board posts.

Academic Continuity Plan

In the unlikely event that Lamar University closes due to a hurricane or other disaster, and the closure last four or more days, instruction will continue. Students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

Grading and Evaluation

EDLD 5397 Practicum/Internship for Supervision

38 activities and at least 150 campus-based, site-supervised practicum hours with an original campus mentor signature.

2. **All** students must complete an Action Research Report using the current template in the Resource section of the courseware.

Participation:

Discussion Board: All students are expected to participate in the discussion board activity each week. Your contributions provide a way of interacting with, responding to, and learning from your colleagues.

Web Conferences: During the class you will have the opportunity to participate in weekly synchronous Web conferences. Each session will be recorded and the URL will be posted on the course Google Site. You are responsible for material discussed during the web conferences.

Learner Outcomes for Web Conferences

- 1) Learn to operate the software and hardware for an interactive web conference.
- 2) Increase interaction between students and faculty for academic and intellectual content knowledge.
- 3) Clarification of EDLD 5397 assignments.
- 4) Share local experiences with one another.

Assignments:

Assignments are due by 11:59 pm on the last day of each class week. All assignments must be submitted via the courseware. Assignments will not be accepted through email. The value of each weekly assignment toward your final grade is provided in the rubrics on each assignment document. **NO** re-submissions are permitted.

Grading Scale:

A = 450 - 500 Points - Accomplished

B = 400 - 449 Points - Proficient

C = 350 - 399 Points - Needs Improvement (Unacceptable for graduate level credit)

F = Below 350 points - Failure

Grading Policy

EDLD 5397 Weekly Tasks	Points	Total
Week 1: Course Overview, Scholarly Writing and Basics of APA Format and Style, IRB Guidelines and Research Skills		70
Discussion Board	12 points	
Week 1 Assignment 1	43 points	
Week 1 Assignment 2	15 Points	
Week 2: Action Research Project Progress, Self-Assessments, Digital Leadership		63
Discussion Board	15 points	
Week 2 Assignment	48 points	
Week 3: APA Format, , and Action Research Progress		57

	<p>Part 6: Updated Practicum Log – <i>due Week 5</i></p> <p>Part 7: PCPSE/Dispositions Survey Reflection – <i>due Week 5</i></p> <p>Topic 2: Interactive Practicum Coach/LCE Web Conference Reflection</p> <p>The purpose of the Week 1 Assignment 2 is to reflect on your required participation in an interactive web conference with a Lamar University Practicum Coach. The topic of discussion will be the Lamar Competency Exam (LCE) and the TExES 068) Principal Exam.</p> <p>Assignment 2: Due no later than last day of class</p> <p>Reflection/Discussion of required Interactive Practicum Coach?LCE Web Conference.</p>
Week 2	<p>Topic: Self Assessments, Action Research Project Dissemination Plan, Action Research Report Draft</p> <p>The purpose of the Week 2 assignment is to provide opportunities for self-assessment and reflection regarding progress toward successfully meeting the principal competencies, administrative technology standards, and leadership skills, review practical applications of principal field experiences and a complete a LCE/TExES review and study plan, as well as submit a <u>final draft</u> of the interim Action Research Report to be peer edited in Week 3. The interim Action Research Report is due Week 4.</p> <p>Video Lectures:</p> <p>Video 1: Literature Review – Writing the Review of the Literature</p> <p>Video 2: APA Formatting – The Basics</p> <p>Video 3: Nicholas Negroponte: A 30-year History of the Future</p> <p>Assigned Readings:</p> <ol style="list-style-type: none"> 1) Guidelines for writing a literature review by Helen Mongan-Rallis: http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html 2) <i>Action Research: Improving School and Empowering Educators</i>, Chapter 9 – Sharing and Reflecting, pp. 243-266. 3) Action Research Report Template 4) Lamar Competency Exam (LCE) – Domain I- Competencies 1, 2, 3 http://libguides.lamar.edu/LCE <p>Assignment:</p> <p>Part 1: Web Conference</p> <p>Part 2: Discussion Board Prompts</p> <p>Part 2A – Action Research Report</p> <ol style="list-style-type: none"> 1. Describe your progress so far in leading your action research project. Include what has worked well in your project, what has been your greatest challenge(s), one lesson you have learned, and what are your results or findings, if any, thus far. 2. Post the FINAL DRAFT of your interim Action Research Report as an attachment. Week 3 two classmate will peer edit your report. <p>Part 2B - Leadership</p> <ol style="list-style-type: none"> 3. As districts look at the millennials in their classrooms and plan the most effective educational strategies to reach them, it is clear that technological changes can enable learning in ways that never before have been possible. It is also clear that this generation grew up with tools and techniques that are well integrated with their lifestyles. There is a fundamental disconnect between students and the schools they attend. The challenge for school leaders is to acknowledge the societal changes and embrace them. Digital leadership consist of a dynamic combination of mindset, behaviors, and skills that are employed to change and enhance school culture through the use of technology. Briefly identify digital tools and leadership practices to enhance school culture and improve teaching and learning. Briefly identify obstacles

	<p>3) Fiddler, M., & Marienau, C. (2008) Developing habits of reflection for meaningful learning. <i>New Directions for Adult & Continuing Education</i>, 2008(118), 75-85.</p> <p>4) Martin, G.E., Danzig, A.B., Wright, W.F., Flanary, R.A. & Brown, F. (2012). <i>School leader internship: Developing, monitoring, and evaluating your leadership experience</i>, (3rd ed.). Larchmont, NY: Eye on Education. Section 3.3 Reflection in Action, pp. 106-108.</p> <p>Assignment 1: Part 1: Web Conference Part 2A and 2B: Discussion Board</p> <ul style="list-style-type: none"> • Leadership: Briefly discuss the importance of leaders and faculty engaging in reflection. • After taking the TExES 068 practice exam in week two, what steps have you taken to "close the gaps" before attempting your first LCE attempt? <p>Assignment 2: Action Research Project Report</p> <ul style="list-style-type: none"> • Title Page • Introduction (Include Background, Problem Statement, Significance of Study, and Definitions) • Review of the Literature (Include introduction, at least three subheadings, and summary) • Design Section (Include subjects, procedures, and data collections) • Reference Section (must have at least 12 current references, of which 50% must be peer-reviewed)
Week 5	<p>Topic: Leadership Development and Practicum Updates The purposes of the Week 5 assignments are to provide an opportunity to review leadership effective qualities and update several documents needed to complete your practicum activities.</p> <p>Video Lectures: Video 1: Rosalinda Torres: What it Takes to be a Great Leader Video 2: Nadia Lopez: Why Open a School? To Close a Prison Video 3: Adam Grant: Are You a Giver or a Taker?</p> <p>Assigned Readings: 1) Lamar Competency Exam (LCE) – Test-Taking Strategies http://libguides.lamar.edu/LCE 2) Manning, T.T. (2011). Learn to unlearn: Five key belief patterns that sabotage leadership effectiveness. <i>Faculty Focus Special Report: Academic Leadership Development: How to Make a Smooth Transition from Teacher to Administrator</i>. (pp's 12-14). Retrieved from www.Facultyfocus.com/free-reports (PDF in Resource Section of Blackboard courseware) 3) Thomas J. D. Jr. (2011). Becoming a teacher leader through action research, <i>Kappa Delta Pi Record</i>, (47)4, 170-173. doi: 10.1080/00228958.2011.10516586 (PDF in Resource Section of Blackboard courseware)</p> <p>Assignment 1 Part 1: Web Conference Part 2: Discussion Board</p> <ul style="list-style-type: none"> • In this week's video, What it Takes to be a Great Leader, Rosalinda Torres, stated, "Leadership in the 21st century is defined and evidenced by three questions." Post a reflective response to the three questions regarding the skills and experiences great leaders will need to lead effectively in a global, digitally enabled and transparent world. <p>Part 3: In-Basket Simulations Part 4: LCE Score</p>



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TEXTBOOK LIST



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Educational Leadership Book List

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010. **\$24.00**

Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco: John Wiley & Sons, 2016. **\$21.27**

Bambrick-Santoyo, Paul. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2012. **\$19.66**

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016. **\$19.24**

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. Jossey-Bass, 2015 **\$19.70**

Love, Nancy B., Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna, editors. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press, 2008. **\$39.51**

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*. 2nd ed. Jossey-Bass. 2013. **\$18.27**

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed. McGraw-Hill Education. 2012. **\$10.34**

Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed. Penguin Books, 2010. **\$13.60**

Villegas, Ana María, and Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press. 2002. **\$33.95**

Deweck, Carol. *Mindset: The New Psychology of Success*. Ballantine Books; Reprint, Updated edition. 2007. **\$10.20**

Ubben, G., Hughes, L., Norris, C. (2016). *The Principal: Creative Leadership for Excellence in Schools*. Boston: Pearson. (8th edition) Ebook **\$16.00**

Walsh, Jim; Kemerer, Frank; Maniotis, Laurie. (2014). *The Educator's Guide to Texas School Law* (Eighth ed.). Austin, Texas: University of Texas Press. **\$20.00**

Martin, G. E., Danzig, A. B., Wright, W. F., Flanary, R. A., & Orr, M. T. (2017). School leader internship: Developing, monitoring, and evaluating your leadership experience, (4th Ed.). New York, NY: Routledge. **Cost \$34.36**

Total: \$300.00



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COACHING PROTOCOLS AND TOOLS



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Coaching Plan for Onsite Visits

Observation 1

- Introducing coaching tools
- Model Pre and Post conferencing protocols
- Watch a lesson and use Classroom Observation tool, TTESS rubric
- Score the lesson and plan a post conference
- Look at calibration of scores between candidate and coach/field supervisor and provide feedback on scoring and post conference plan
- Candidate will reflect on process
- Coach/Field Supervisor will complete the Record of Coaching Conversation outlining next steps and follow-up
- Coach/Field Supervisor sends feedback to campus site supervisor regarding candidate's progress

Observation 2:

- Conduct pre-conference with teacher and Coach/Field Supervisor will provide feedback
- Observe a classroom with candidate and Coach/Field Supervisor using the classroom observation tool
- Look at calibration of scores between candidate and Coach/Field Supervisor and provide feedback on scoring and post conference plan
- Candidate will create a post conference plan and role play with coach
- Candidate Conducts the actual post conference
- Coach will complete the Record of Coaching Conversation outlining next steps and follow-up
- Candidate will reflect on process
- Coach sends feedback to campus site supervisor regarding candidate's progress

Observation 3

- Conduct pre-conference with teacher and Coach/Field Supervisor will provide feedback

- Observe a classroom with candidate and Coach/Field Supervisor using the classroom observation tool
- Look at calibration of scores between candidate and Coach/Field Supervisor and provide feedback on scoring and post conference plan
- Candidate will create a post conference plan and role play with coach
- Candidate Conducts the actual post conference
- Coach will complete the Record of Coaching Conversation outlining next steps and follow-up
- Candidate will reflect on process
- Coach sends feedback to campus site supervisor regarding candidate's progress
- Coach/Field Supervisor completes the final Lamar instruction coaching rubric

Classroom Observation

Teacher: _____ Date: _____ Time: _____

Time <i>Recorded every 5 minutes</i>	Teacher words and actions	Student words and actions

Elena Aguilar



www elenaaguiar com

T-TESS Calibration Protocol

Campus:

Date:

Teacher:

Note: It is recommended that appraiser teams conduct ongoing calibrations throughout the year.

Domain/Dimension	Session 1 Candidate	Session 1 Field Supervisor	Session 2 Candidate	Session 2 Field Supervisor	Session 3 Candidate	Session 3 Field Supervisor
Planning						
Standards & Alignment						
Data & Assessments						
Knowledge of Students						
Activities						
Instruction						
Achieving Expectations						
Content Knowledge & Expertise						

Domain/Dimension	Session 1 Candidate	Session 1 Field Supervisor	Session 2 Candidate	Session 2 Field Supervisor	Session 3 Candidate	Session 3 Field Supervisor
Communication						
Differentiation						
Monitor & Adjust						
Learning Environment						
Classroom Environment Routines & Procedures						
Managing Student Behavior						
Classroom Culture						
Reinforcements and Refinements						
Reinforcement Area (Dimension)						
Refinement Area (Dimension)						

Date: _____

Candidate's Area for Growth	Candidate's Next Steps	Areas for Follow Up

Field Supervisor's Next Steps/Follow-Up Agreements:	Mentor's Next Steps/Follow up

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T-TESS Post Conference Plan

Reinforcement Plan Form
Reinforcement Area (Dimension):
Self-Analysis Question:
Evidence:

Refinement Plan Form
Refinement Area (Dimension):
Self-Analysis Question:
Evidence:

PRE-CONFERENCE INTERVIEW PROTOCOL

AIMS/TIGER

Teacher

School

Grade Level(s)

Subject(s)

Evaluator

Date

Educator completes this form for the evaluator, to use during the pre-conference prior to an announced observation. Required for Stage I teachers, Optional for Stage II and III.

Questions

Link Responses
to Indicators

1. What is the purpose of this lesson? What are the learning outcomes for the class? What do you want the students to understand and be able to do?

2. Which standards will you teach, and which part of your curriculum will be used to teach them?

3. How does your plan fit into a sequence of learning for this class? What has happened to lead up to this lesson? What will follow?

4. How will you engage the students in learning? What will you do? What will the students do? (Attach artifacts such as lesson plans, graphic organizers, visuals, materials students will use, assessments)

5. How have you planned for text-dependent questioning, thinking, problem-solving, and utilizing core practices in your subject area?

6. Briefly describe the students in this class, including those with intervention needs? What data do you use for understanding your students/ needs? How will you group and differentiate?

7. How will you know that you have achieved the purpose of this class? What aspects of the lesson may be challenging? How would you adjust, if needed?

8. Which indicators would you like me to focus on? What additional information about the class would you like to share?

Note: Some content adapted from Danielson (2008) *Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching*

T-TESS Appraiser Sample Conferencing Questions

1.1 Standards and Alignment

- *How are the goals for learning aligned to state content standards?*
- *How will technology be integrated into the lesson to support mastery of the lesson's goals?*
- *How do you plan for activities, materials, and assessments that are sequenced and relevant to students?*
- *How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, the lesson, and lesson closure?*
- *How do you decide on activities, materials, and assessments that are appropriate for diverse learners?*
- *How are "lesson structure and pacing" addressed in this lesson?*
- *How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?*
- *In what ways are other disciplines integrated and supported?*
- *How do you ensure that your lessons are aligned horizontally with the team? Vertically?*

1.2 Data and Assessment

- *Which assessment data was examined to inform planning for this lesson?*
- *What are some ways you communicate your classroom and school goals to stakeholders?*
- *What does pre-assessment data indicate about student learning needs?*
- *What formal and informal techniques do you use to collect evidence of students' knowledge and skills?*
- *How will your assessment data help you identify student strengths and areas of improvement?*
- *In what ways do you provide specific and timely feedback to students? Families? Other school personnel?*
- *How is data provided to students to help them identify their own learning needs and track progress?*
- *How do you compare student results to your own teaching strategies to determine what works for specific students? When are you most successful? When do students struggle? Why? How does this help you plan for future lessons?*
- *What processes do you use to collect and analyze data over time?*

1.3 Knowledge of Students

- *How will this lesson demonstrate your familiarity with students' prior knowledge, life experiences, and interests?*
- *How will the instructional strategies provide opportunities to address all students' learning needs?*
- *How will developmental gaps be addressed?*
- *How do you assess students' learning styles and needs?*
- *When students have individualized learning plans, how are their needs included in planning for lessons?*
- *How are students with similar needs grouped and supported during the planning and instruction phases?*
- *When students are struggling, how do you determine the cause and address their needs?*

- How are students' backgrounds, language and/or cultural differences used to plan for instruction?
- How are students' social-emotional needs incorporated into planning for lessons?

1.4 Activities

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem- solving?
- How do you decide on the instructional grouping of students before/during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles and responsibilities individuals will have when working in groups?
- In what ways do the activities, resources, technology, and instructional materials align to the instructional goals?
- How are activities varied to address different ability levels and learning needs?
- What opportunities do you provide for students to set individual goals and hold each other accountable for meeting those goals? How does goal setting happen within instructional groups?
- How do you ensure that the activities planned are engaging and keep students focused and motivated to learn? How do they engage students in ownership of their own learning?

2.1 Achieving Expectations

- Why is it important to have academic expectations for students that are high and demanding?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?
- What are some examples of high expectations with this unit of study/lesson/activity?
- What opportunities do you provide for students to set high social-emotional expectations for themselves?
- How are students expected to persist with instruction to demonstrate progress towards mastery of learning? What types of strategies do you use to keep them motivated and focused?
- How do you anticipate student mistakes and/or misunderstandings? What types of common learning pitfall do you generally see with this lesson/unit?
- When you know students will struggle with what is presented, what do you do?
- In what ways are students expected to take initiative for their own learning? What role do you play in this?

2.2 Content Knowledge and Expertise

- How do you develop or select instructional strategies to teach specific skills?
- How do you decide on ways in which you will connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so that students understand how the lesson fits within the discipline and real- world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?
- What are some examples related to how you model thinking for students?
- What do you believe are the key concepts with this unit of study/lesson?
- How do you know when to provide differentiated explanations for students?

- What content, if any, do you anticipate will present challenges for students? What cues will tell you that they do not understand what is presented? What might you do to prepare for these misunderstandings up front? What techniques do you/might you use to mitigate those concerns?
- How is instruction sequenced to allow students to see the connections within and across disciplines?
- What are some examples of how you continuously refine your knowledge and expertise?
- How do you stay current in the field?

2.3 Communication

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective(s)?
- How do you communicate your expectations to students?
- How is student-to-student communication encouraged and established during instruction?
- How do you make decisions about the types of technology and/or visual tools to use during the lesson?
- How are technology and visual tools used to engage students and communicate learning?
- How do you know when your explanations or direct teach are clear and coherent? What strategies do you use to assess whether students understood what was explained? What happens when students do not understand?
- How are questions leveled to increase complex thinking during the lesson? In what ways do they promote deeper thinking and a broader understanding of the objective(s)?
- What are some strategies you use to provoke and guide discussions with students?
- How are students expected to communicate what they have learned?

2.4 Differentiation

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lesson?
- How will the lesson engage and challenge all students of all levels?
- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?
- How are lessons adapted and presented using a variety of strategies to reach all students?
- In what ways do you monitor student participation and performance? What do you do when these expectations are not present?
- What student behaviors do you look for during the lesson as signals that differentiation may be needed?
- How do you know when students are confused?
- What do you do when students become disengaged? How do you refocus instruction?

2.5 Monitor and Adjust

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student performance?
- What strategies do you use to gather input from students? How is this information used to monitor and adjust instruction?



- How are activities adjusted to align with the lesson objective and yet meet students' needs?
- How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery? What behaviors might you see to indicate that pacing needs to be adjusted?
- What strategies do you use for ongoing checks for understanding?
- What kinds of questions do you ask when purposefully checking for understanding?
- What are some examples of specific, academic feedback you provide to students? How do students provide academic feedback to each other? What are students expected to do with the feedback?

3.1 Classroom Environment, Routines and Procedures

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?
- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communications and/or collaboration?
- What are some strategies for involving students in leading and managing responsibilities within the classroom?
- How are students encouraged to take risks?
- What would students say about the environment – from both instructional and social-emotional aspects? How do you know that?
- If you could refine your routines and procedures, what would you do? Why?

3.2 Managing Student Behavior

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during instruction?
- How are students involved in developing classroom procedures?
- How are clear behavioral expectations communicated and monitored?
- What types of consequences do you use when behavior is inconsistent?
- What types of non-verbal signals do you use with students to re-direct behavior?
- What is the relationship between student behavior and student engagement?
- How does your behavior management system extend beyond classroom walls?

3.3 Classroom Culture

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate and build a strong team culture?
- In what ways does your classroom culture reflect high expectations for performance and student-centered behaviors?
- How does the classroom culture ensure that relevant, meaningful learning is the norm?
- How are activities structured so that students are expected to collaborate positively with each other?
- How is positive rapport amongst students established and maintained?
- In what ways are students empowered to build a positive classroom culture that they own and respect?



Texas Teacher Evaluation and Support System (T-TESS) Rubric

PLANNING Standards and Alignment (Dimension 1.1)						
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED	
Dimension 1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	<ul style="list-style-type: none">• All rigorous and measurable goals aligned to state content standards.• All activities, materials and assessments that:<ul style="list-style-type: none">◦ are logically sequenced◦ are relevant to students' prior understanding and real-world applications◦ integrate and reinforce concepts from other disciplines◦ provide appropriate time for student work, student reflection, lesson and lesson closure◦ deepen understanding of broader unit and course objectives◦ are vertically aligned to state standards◦ are appropriate for diverse learners• Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson• Integration of technology to enhance mastery of goal(s).	<ul style="list-style-type: none">• All measurable goals aligned to state content standards.• All activities, materials and assessments that:<ul style="list-style-type: none">◦ are sequenced◦ are relevant to students' prior understanding◦ integrate other disciplines◦ provide appropriate time for student work, lesson and lesson closure◦ reinforce broader unit and course objectives◦ are vertically aligned to state standards◦ are appropriate for diverse learners• All objectives aligned and logically sequenced to the lesson's goal.• Integration of technology to enhance mastery of goal(s).	<ul style="list-style-type: none">• All goals aligned to state content standards.• All activities, materials and assessments that:<ul style="list-style-type: none">◦ are sequenced◦ are relevant to students◦ provide appropriate time for lesson and lesson closure◦ fit into the broader unit and course objectives◦ are appropriate for diverse learners.• All objectives aligned to the lesson's goal.• Integration of technology when applicable.	<ul style="list-style-type: none">• Most goals aligned to state content standards.• Most activities, materials and assessments that:<ul style="list-style-type: none">◦ are sequenced◦ sometimes provide appropriate time for lesson and lesson closure• Lessons where most objectives are aligned and sequenced to the lesson's goal.	<ul style="list-style-type: none">• Few goals aligned to state content standards.• Few activities, materials and assessments that:<ul style="list-style-type: none">◦ are sequenced◦ rarely provide time for lesson and lesson closure• Lessons where few objectives are aligned and sequenced to the lesson's goal.	
Standards Basis: 1A, 1B, 3A, 3B, 3C						
Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes						
						TEACHER-CENTERED ACTIONS
						STUDENT-CENTERED ACTIONS

PLANNING					
Knowledge of Students (Dimension 1.3)					
Dimension 1.3 Knowledge of Students:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<ul style="list-style-type: none"> Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS	

INSTRUCTION

Achieving Expectations (Dimension 2.1)

Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	INSTRUCTION			
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
<p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning.
STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS		

INSTRUCTION Communication (Dimension 2.3)

<p>Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<p>DISTINGUISHED</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<p>ACCOMPLISHED</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<p>PROFICIENT</p> <ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<p>DEVELOPING</p> <ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<p>IMPROVEMENT NEEDED</p> <ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
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STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS



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INSTRUCTION					
Monitor and Adjust (Dimension 2.5)					
Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	
	IMPROVEMENT NEEDED				
	<ul style="list-style-type: none">Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.Adjusts instruction and activities to maintain student engagement.Uses discreet and explicit checks for understanding through questioning and academic feedback.	<ul style="list-style-type: none">Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.Adjusts instruction and activities to maintain student engagement.Continually checks for understanding through purposeful questioning and academic feedback.	<ul style="list-style-type: none">Consistently invites input from students in order to monitor and adjust instruction and activities.Adjusts instruction and activities to maintain student engagement.Monitors student behavior and responses for engagement and understanding.	<ul style="list-style-type: none">Sometimes utilizes input from students in order to monitor and adjust instruction and activities.Adjusts some instruction within a limited range.Sees student behavior but misses some signs of disengagement.Is aware of most student responses but misses some clues of misunderstanding.	<ul style="list-style-type: none">Rarely utilizes input from students in order to monitor and adjust instruction and activities.Persists with instruction or activities that do not engage students.Generally does not link student behavior and responses with student engagement and understanding.Makes no attempts to engage students who appear disengaged or disinterested.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

LEARNING ENVIRONMENT					
Managing Student Behavior (Dimension 3.2)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	<ul style="list-style-type: none">Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.Students and the teacher create, adopt and maintain classroom behavior standards.	<ul style="list-style-type: none">Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.Most students know, understand and respect classroom behavior standards.	<ul style="list-style-type: none">Consistently implements the campus and/or classroom behavior system proficiently.Most students meet expected classroom behavior standards.	<ul style="list-style-type: none">Inconsistently implements the campus and/or classroom behavior system.Student failure to meet expected classroom behavior standards interrupts learning.	<ul style="list-style-type: none">Rarely or unfairly enforces campus or classroom behavior standards.Student behavior impedes learning in the classroom.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Professional Demeanor and Ethics (Dimension 4.1)					
Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	STUDENT-CENTERED ACTIONS	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING
<p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p>	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Falls to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS			

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Development (Dimension 4.3)

<p>Dimension 4.3 Professional Development: The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS



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RUBRIC WORD BANK (with examples of qualifiers that are interchangeable used)					
DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT: CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT: MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION: ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION: CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION: DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
	MOVES TO STUDENT-CENTERED ACTIONS	MOVES TO STUDENT-CENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS

Novice	The candidate has minimal knowledge.
Emerging	The candidate has begun to be able to
Developing	The candidate consistently connects
Proficient	The candidate connects teacher and student
Accomplished	All items in the proficient column plus the

practices for instruction, and available resources.
onal strategies and makes minimal connections to the TTESS Rubric.
ric and recommending appropriate best practices to impact teacher growth.
and provides strategies to impact teacher and student growth.
actices, coach, and provide follow up for the teacher observed.

1. Knowledge Base		Evidence				
Candidate understands and applies a set of core coaching knowledge components.		Novice	Emerging	Developing	Proficient	Accomplished
Element						
a.	Candidate articulates a knowledge of quality instruction, classroom management, and best instructional practices.	00	00	00	00	00
b.	Candidate prepare the teacher conference(s) and ask appropriate questions that facilitate the teacher's reflection of the lesson observed.	00	00	00	00	00
c.	Candidate demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with classroom teachers.	00	00	00	00	00
d.	Candidate demonstrates understanding of TTESS Rubric and collects appropriate evidence for each indicator.	00	00	00	00	00
e.	Candidate demonstrates understanding of systems thinking and applies it in analyzing coaching situations, data, and working with teachers.	00	00	00	00	00
f.	Candidate demonstrates understanding of emotional intelligence theory and applies it in analyzing coaching situations and working with teachers.	00	00	00	00	00
g.	Candidate demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with teachers.	00	00	00	00	00

Lamar University EDLD Instructional Coaching Rubric

3. Strategic Design Candidate develops strategic work plans based on data and a variety of assessments. Candidate is continuously guided by the work plan, makes adjustments as necessary, and monitors progress along the way.	Evidence				
	Novice	Emerging	Developing	Proficient	Accomplished
Element					
a. Candidate gathers a variety of data and engages the teacher in assessing data in order to co-construct a work plan.	00 00 00 00 00				
b. Work plan aligns to school or district vision and larger context.	00 00 00 00 00				
c. SMART goals drive the work with the teacher; candidate regularly gathers data to demonstrate progress towards goals and engages the teacher in this reflection.	00 00 00 00 00				
d. Candidate develops a theory of action for coaching the teacher and applies theory in conversations and actions.	00 00 00 00 00				
e. Candidate breaks down the learning into chunks and identifies high-leverage instructional strategies; a plan for gradual release of responsibility is articulated.	00 00 00 00 00				

Lamar University EDLD Instructional Coaching Rubric

5. Strategic Actions Candidate implements high-leverage strategic actions that support the teacher in reaching TTESS goals and uses a Gradual Release of Responsibility Model to develop a teacher's professional skill level.	Element	Evidence				
		Novice	Emerging	Developing	Proficient	Accomplished
a. Candidate observes the teacher in various contexts, gathers data, and offers feedback based on the TTESS rubric and goal setting.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00
b. Candidate guides the teacher to develop reflective capacities when receiving feedback.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00
c. Candidate engages the teacher in analyzing data (observations, student work, student answers, test scores, and so on) and responding to data.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00
d. Candidate demonstrates best practices in multiple settings (observing a lesson, facilitating a meeting, providing professional development, giving difficult feedback, and so on) and engages teacher in reflecting on the demonstration.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00
e. Candidate engages the teacher in other coaching activities (role playing, visualizing, gathering data, using video, and so on) that move the teacher toward his/her TTESS goals.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00
f. Candidate works within a Gradual Release Model to enable the teacher to meet his/her TTESS goals.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00
g. Candidate supports the teacher to identify needs, access resources, and build relationships that can help meet those needs.		00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00	00 00 00 00 00

Jacksboro ISD / Happy ISD Principal Prep Preliminary Budget

Activity						
1	Stipend per Candidate	Per Candidate	Tuition & Materials per credit hour	Hours for M.Ed	Candidates	Total
	Tuition, Materials, and Fees	9,750.00	325.00	30	10	97,500.00
2	Principal Prep Summer	From Jacksboro				
	Institute, Austin, Texas	Per Candidate	Travel	Lodge	Meals	Candidates
	for Candidate and Mentor	870.00	120	600	150	9
			Miles 221 @ .545	3 nights @ 200	3 days @ \$50	
			From Happy			
		Per Candidate	Travel	Lodge	Meals	Candidates
		1,000.00	250	600	150	6
			Miles 460 @ .545	3 nights @ 200	3 days @ \$50	
			13,830.00			
3	Mentor Principal		JHS Principal for 3 Candidates		3	1,500.00
			JMS Principal for 1 Candidate		1	1,000.00
			JES Principal for 2 Candidates		2	1,250.00
			Happy Secondary Principal for 2 Candidates		2	1,250.00
			Happy Elementary Principal for 2 Candidate		2	1,250.00
			6,250.00			
4	Testing - GRE/Principal	Per Candidate	GRE/Materials	TEXES (268)	Certificate charge	Candidates
		559.00	272	210	77	3
				210	77	7
		287.00				
			3,686.00			
5	Administrative Costs					100.00
Total Cost						121,366.00
Total Cost Per Resident						12,136.60